

California Alternate Performance Assessment (CAPA)

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Introduction

The California Alternate Performance Assessment (CAPA) is an individually administered performance assessment that is used to measure the achievement of students with significant cognitive disabilities on California's Content Standards for English-language arts, mathematics, and science. The CAPA is part of the Standardized Testing and Reporting (STAR) Program. Administered annually in the spring, the STAR Program was authorized in 1997 by state law to measure how well students are learning the knowledge and skills identified in the California Content Standards. The CAPA was added to the STAR Program in 2003 to meet the requirements of the Individuals with Disabilities Educational Act of 1997 (IDEA) and the No Child Left Behind Act of 2001 (NCLB) that an alternate assessment be in place for those students with significant cognitive disabilities who are unable to take the general STAR California Standards Tests (CSTs) even with accommodations or modifications. Eligibility for participation in CAPA is determined by the student's individualized education program (IEP) team.

In 2005, CAPA was administered in each school during a 21-day window comprised of the ten (10) days before and ten (10) days after the day on which 85% of all instructional days for the school year were completed. This same window was used for the CSTs. Across the state, a total of 39,823 students in grades 2–11 participated in the CAPA.

This technical report outlines the statistical analyses that were carried out in support of the 2005 CAPA. Chapter I provides an overview of the test content, target population, and scoring procedures. Chapter II details the statistical procedures that were carried out in support of the CAPA. These procedures include preliminary task analyses, differential task functioning analyses, equating and scaling, and various miscellaneous analyses. Chapter III presents statewide test results.

Chapter I. Test Overview

Test Content

The CAPA is a standards-based, on-demand assessment designed to measure the progress of students with significant cognitive disabilities in meeting the California Content Standards. The CAPA assesses English-language arts (ELA) and mathematics for students in grades 2–11 and has a field-test section in science for students in grades 5, 8, and 10. CAPA has five assessment levels: Level I is for those students in grades 2–11 with the most significant cognitive disabilities who are functioning at or below the 24-months level of development. Levels II–V are age/grade appropriate. For students in ungraded educational settings, grade is determined by the formula: age on December 2nd of the school year minus 5 equals grade. Table 1 summarizes the grades and content areas assessed by each CAPA level.

Table 1.1 Summary of CAPA Assessment Levels

Test Level	I	II	III	IV	V
Grades	2–11	2–3	4–5	6–8	9–11
Content Area	ELA	ELA	ELA	ELA	ELA
	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Science*		Science**	Science***	Science****
	* Grades 5, 8 and 10 only		** Grade 5 only	*** Grade 8 only	**** Grade 10 only

Target Population

Students with significant cognitive disabilities in grades two through eleven who are unable to take the STAR CSTs even with accommodations or modifications take the CAPA. Participation in CAPA and eligibility for Level I assessment is determined by the student's IEP team. Only students whose parents/guardians have submitted written requests to exempt them from STAR Program testing do not take the tests.

Scores for Analysis and Reporting

In 2005, each ELA and Mathematics test consisted of eight operational tasks and two field test tasks. An additional science section¹ was administered in grades 5, 8, and 10 for field-testing but no scores were reported. Student performance on each task is scored by one primary examiner, usually the child's teacher or other licensed or certificated staff member who is familiar to the student and who has completed the CAPA training. To establish scoring reliability, approximately

¹ In the 2005 science field test there were six field-test forms per level, with two different designs that reflected field test history. Science was first field-tested in 2004 at Levels I, III, and V. Like the operational ELA and mathematics forms, each Level I, III, and V field test form had eight common or core items and two unique items per version, for a total of 20 items per level. Level IV was in its first year of field-testing and each of the six field-test forms had 10 unique items for a total of 60 items.

10% of students receive a second independent rating by a trained observer who is also a licensed or certificated staff member. The Level I assessment is scored using a 5-point rubric based on the level of independence with which the student completes a task. The Level II–V assessments are scored with a 4-point rubric based on the degree to which the student completes the task and includes task specific qualifiers to aid in the objective scoring of each task. Table 1.2 provides the general rubrics applied to the CAPA tasks.

Table 1.2 Base Rubrics for CAPA Scoring

Level I		Levels II – V	
Score Points	Description	Score Points	Description
5	Complete task without prompts	4	Completes task with 100% accuracy
4	Completes task with a verbal or gestural prompt	3	Partially completes task (<i>scoring criteria specific to the task</i>)
3	Completes task with a physical or modeled prompt	2	Minimally completes task (<i>scoring criteria specific to the task</i>)
2	Attempts task	1	Attempts task
1	Orients to task	NR	No Response
NR	No Response		

For test scoring purposes, No Response (NR) ratings were assigned a task raw score of zero. Thus, CAPA raw scores range from 0 to 40 for Level I and from 0 to 32 for Levels II–V. Total raw scores for each content area on CAPA are converted from raw scores to scale scores. For CAPA, raw scores are converted to scale scores ranging from 15 to 60. Scale scores are also converted to the following performance levels: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The Basic and Proficient cut points are at scale scores of 30 and 35, respectively. The cut points for Below Basic and Advanced vary by CAPA assessment level and content area. (For information on the standard setting procedures used to establish cut points, see the *California Alternate Performance Assessment (CAPA) Standard Setting Technical Report*, submitted to the California Department of Education [CDE] on July 8, 2003.)

Chapter II. Analysis

Following the scanning of answer documents, student demographic and item response data were transmitted to the Educational Testing Service (ETS) statistical analysis division. ETS research and statistical analysis staff had primary responsibility for analyzing CAPA operational and field test data to ensure accuracy and validity of scoring. Most of the psychometric work was carried out using Generalized Analysis System (GENASYS), proprietary statistical analysis software developed by ETS. The GENASYS system includes components for establishing testing program statistical information, processing scores for students (including case sampling and scoring of multiple-choice items), traditional item analyses, and item response theory (IRT) analyses. The proprietary version of PARSCALE (Muraki & Bock, 1999) that is contained within GENASYS allows for estimation of IRT item parameters for polytomously scored items. It has been thoroughly tested and is currently utilized by several high-stakes testing programs administered by ETS, including the California STAR assessments and the California High School Exit Examinations, as well as the National Assessment of Educational Progress (NAEP), the Graduate Management Admission Test (GMAT), and the Test of English as a Foreign Language (TOEFL). All technical support and analyses were carried out in accordance with both the *Standards for Educational and Psychological Testing* (1999), issued jointly by the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, and the *ETS Standards for Quality and Fairness* (2002).

ETS staff verified the output from the scoring programs to ensure the accuracy of the scoring process. After the operational administration, ETS analysis staff ran a set of preliminary item analyses based on a sample of the early answer document receipts. The preliminary item analyses were used to assure the accuracy of the scoring and to get an initial indication of how items were functioning. A minimum of 1,000 answer sheets at each assessment level from a heterogeneous sample of different schools (that is, diverse in geography and demographic characteristics) were used. ETS instituted a set of flags that automatically identified items with questionable performance characteristics.

Content specialists examined all flagged items to verify that the items in the published test books were correct and unambiguous. In addition to preliminary item analyses derived statistically, ETS compared hand scoring for a small sample of student answer sheets to the scanned results to confirm the accuracy of scanning and scoring.

After scoring, ETS subjected all test items to extensive statistical analyses. These analyses showed which items were at an appropriate difficulty level for the testing population and screened for differential item difficulty for subgroups of the state's population. Additionally, ETS content specialists confirmed the item-to-standard match for each of the content areas.

The analysis of the test data can be broken down into several components:

1. Classical item analyses
2. Differential item functioning (DIF) analyses
3. Reliability analyses; and
4. Scaling and production of scoring tables.

In the sections that follow, the analysis procedures for each component are described in detail. Tables summarizing the analyses are provided at the end of the chapter.

Classical Item Analyses

Classical item analyses involve computing, for every item in each form, a set of statistics based on classical test theory. Each statistic is designed to provide some key information about the quality of the item from an empirical perspective. The statistics calculated for CAPA operational and field test analyses are described below.

- **Average Item Score (AIS):** For polytomously scored items, this statistic indicates the average rating earned on the item. Desired values generally fall within the range of 30–80% of the maximum item score. Occasionally, items that fall outside this range can be justified for inclusion in an item bank or a test form based upon the quality and educational importance of the item content or to better measure students with very high or low achievement. CAPA rubrics range from 0 to 4 or from 0 to 5 depending on the test level. As a result, the average item score for a CAPA item falls between 0 and either 4 or 5 corresponding to the rubric in use. For Level I items, which are scored on a 0–5 point rubric, 30% is represented by the value 1.50 and 80% is represented by the value 4.00. For Levels II–V items, which are scored on a 0–4 point rubric, 30% is represented by the value 1.20 and 80% is represented by the value 3.20.
- **Polyserial correlation of the item score with the total test score:** This statistic describes the relationship between performance on the specific item and performance on the total test. It is sometimes referred to as a discrimination index because it is an indicator of the degree to which students who do well on the total test also do well on this item. Items with negative or extremely low correlations ($\rho < 0.05$) can indicate serious problems with the item itself or can indicate that students have not been taught the content. Due to the small number (8) and similarity of items, CAPA item-total correlations tend to be higher than seen on longer tests with more heterogeneous items. Based on the range of polyserials produced in field test analyses, an indicator of poor discrimination was set to .60, a relatively low polyserial for CAPA.

For the CAPA analyses, flags were defined in order to identify items with extreme values. Flagged items were subject to additional scrutiny by statistical analysis and test development staff. The following flagging criteria were applied to all items tested in Spring 2005:

- **Difficulty Flags:**
 - A: Low average item score (e.g. below 1.5 at Level I; below 1.2 at Levels II–V)
 - H: High average item score (e.g. above 4.0 at Level I; above 3.2 at Levels II–V)
- **Discrimination Flag:**
 - R: Polyserial correlation less than .60
- **Omit/Non-Response/Flag:**
 - O: Omit/Non-response rates greater than 5%

Results of these analyses are presented in Appendix A on page 110.

Differential Item Functioning (DIF) Analyses

One of the goals of test development is to assemble a set of items that provides an estimate of a student's ability that is as fair and accurate as possible for all groups within the population. DIF statistics are used to identify those items for which identifiable groups of students with the same underlying level of ability have different probabilities of answering correctly.

If the item is differentially more difficult for an identifiable subgroup when conditioned on ability, the item may be measuring something different from the intended construct. However, it is important to recognize that DIF-flagged items might be related to actual differences in relevant knowledge or skills (item impact) or statistical Type 1 error. As a result, DIF statistics are used to identify potential sources of item bias. Subsequent review by content experts and bias/sensitivity committees are required to determine the source and meaning of performance differences.

In the CAPA DIF analyses, DIF statistics were estimated for all major subgroups with sufficient sample size. These groups were identified by CDE and are listed in Table 2.1. Items with statistically significant differences in performance were flagged so that items could be carefully examined for possible biased or unfair content that was undetected in earlier fairness and bias content review meetings held prior to form construction.

Table 2.1 Student Subgroups for DIF Analysis

DIF Type	Reference Group	Focal Group
Gender	Male	Female
Race/Ethnicity	White	African American Hispanic/Latin American American Indian Asian Pacific Islander Filipino Combined Asian Group (Asian/Pacific Islander/Filipino)
Disability	Mental Retardation	Hard of Hearing Deafness Speech or Language Impairment Visual Impairment Emotional Disturbance Orthopedic Impairment Other Health Impairment Specific Learning Disability Deaf-Blindness Multiple Disabilities Autism Traumatic Brain Injury

DIF analyses of the CAPA polytomously scored items were completed using two procedures. The Mantel-Haenszel (MH) ordinal procedure, which is based on the Mantel procedure (Mantel, 1963; Mantel & Haenszel, 1959), compares the proportions of matched examinees from each group in each polytomous item-response category — that is, the probability of a given item score for the studied groups of interest after matching on total test score.

As with dichotomously scored items, the common odds ratio is estimated across all categories of matched examinee ability. The resulting estimate is interpreted as the relative likelihood of a given item score for members of two groups when matched on ability. As such, the common odds ratio provides an estimated effect size where a value of unity indicates equal odds, and thus no DIF (Dorans & Holland, 1993). The corresponding statistical test is $H_0: \alpha = 1$, where α is a common odds ratio assumed equal for all matched score categories $s = 1$ to S . Values less than unity indicate DIF in favor of the focal group, a value of unity indicates the null condition, and a value greater than one indicates DIF in favor of the reference group. The associated $MH\chi^2$ is distributed as a chi-square random variable with 1 degree of freedom.

The Mantel chi-square statistic is used in conjunction with the standardization procedure (Dorans & Schmitt, 1993), which produces a DIF statistic based on the standardized mean difference (SMD) in average item scores between members of two groups who have been matched on their overall test score. The SMD compares the item means of the two studied groups after adjusting for differences in the distribution of members across the values of the matching variable (total test score).

A negative SMD value means that, conditional on the matching variable, the focal group has a lower mean item score than the reference group. In contrast, a positive SMD value means that, conditional on the matching variable, the reference group has a lower mean item score than the focal group. The SMD is divided by the standard deviation (SD) of the total group item score in its original metric to produce an effect-size measure of differential performance.

The ETS classification scheme puts items into three DIF categories on the basis of a combination of statistical significance of the Mantel chi-square statistic and the magnitude of the SMD effect-size:

A items or negligible DIF: The Mantel chi-square statistic is not statistically significant (at the 0.05 level) or $|SMD/SD| < 0.17$.

B items or intermediate DIF: The Mantel chi-square statistic is statistically significant (at the 0.05 level) and $0.17 \leq |SMD/SD| < 0.25$

C items or large DIF: The Mantel chi-square statistic is statistically significant (at the 0.05 level) and $|SMD/SD| > 0.25$.

Items classified as B+ or C+ tend to be easier for members of the focal group than for members of the reference group with comparable total scores. Items classified as B- or C- tend to be more difficult for members of the focal group than for members of the reference group whose total scores on the test are like those of the focal group. (See Table 2.2)

Table 2.2 DIF Flags based on the ETS DIF Classification Scheme

Flag	Descriptor
A-	Low DIF favoring members of the reference group
B-	Moderate DIF favoring members of the reference group
C-	High DIF favoring members of the reference group
A+	Low DIF favoring members of the focal group
B+	Moderate DIF favoring members of the focal group
C+	High DIF favoring members of the focal group

Following standard ETS procedure, items classified in Category C were sent for review by test development staff and/or content review committees to consider any identifiable characteristics that may have contributed to the differential item functioning. These items might be revised for additional field testing or removed from the item pool.

Reliability

Reliability is used to measure the extent to which an assessment will yield the same results when administered in different occasions, locations, or populations, when the two administrations do not differ in relevant variables. Reliability coefficients are usually forms of correlation coefficients. The forms of reliability below measure different dimensions of reliability and thus any or all might be used in assessing the reliability of CAPA.

Test Score Reliability

Reliability focuses on the extent to which differences in test scores reflect true differences in the knowledge, ability, or skills being tested rather than fluctuations due to chance or factors other than those tested. The variance in the distributions of test scores—essentially, the differences among individuals—is partly due to real differences in the knowledge, skills, or ability being tested (true variance) and partly due to random errors in the measurement process (error variance). The number used to describe reliability is an estimate of the proportion of the total variance that is true score variance. Several different ways of estimating this proportion exist.

When the goal is to estimate the precision of a set of test scores from a single administration, a measure of internal consistency is frequently used to estimate reliability. For the CAPA, a measure of internal consistency called coefficient alpha (α) was used for estimating the reliability of the test scores. The formula for coefficient alpha, given by

$$\rho_{xx'} \geq \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_x^2}\right), \quad (1)$$

where k is the number of items on the test, $\sum \sigma_i^2$ is item score variance summed over all items, and σ_x^2 is observed-score variance, reflects the fact that the reliability of a set of test scores is influenced by the observed-score variance. Coefficient alpha can be thought of as a lower bound to a theoretical reliability coefficient known as the “coefficient of precision,” as well as the lower

bound of the proportion of variance in the test scores explained by common factors underlying item performance.

Internal consistency measures apply only to the test form being analyzed. They do not take into account form-to-form variation due to equating limitations or lack of parallelism, nor are they responsive to day-to-day variation due, for example, to the state of each examinee's health or testing environment. Reliability coefficients may range from 0 to 1. The higher the reliability coefficient for a set of scores, the more likely individuals would be to obtain very similar scores upon repeated testing occasions with parallel forms.

Standard Error of Measurement

The squared standard error of measurement (SEM) is an estimate of error score variance, σ_E^2 . In Classical Test theory (CTT), the SEM is assumed equal along the measurement scale and is estimated as a function of the standard deviation of observed scores and test reliability coefficient:

$$\text{SEM} = s_x \sqrt{1 - r_{xx'}} , \quad (2)$$

where

SEM = standard error of measurement,

s_x = standard deviation of observed scores, and

$r_{xx'}$ = coefficient of reliability (alpha).

SEM is particularly useful in determining the confidence interval (CI) that captures an examinee's true score. Assuming that measurement error is normally distributed, it can be said that upon infinite replications of the testing occasion, approximately 95 percent of the CIs of ± 1.96 SEM around the observed score would contain an examinee's true score (Crocker & Algina, 1986). For example, if an examinee's observed score on a given test equals 15 points, and SEM equals 1.92, one can be 95% confident that the examinee's true score lies between 11 and 19 points (15 ± 3.76 rounded to the nearest integer).

In contrast to CTT, in Item Response Theory (IRT) framework the SEM is estimated as a function of measured ability in scale score units, and thus is often referred to as a conditional standard error of measurement (CSEM). It is typically smaller in scale score units towards the center of the scale where more items are located and larger at the extremes where there are fewer items. An examinee's SEM under the IRT framework is equal to the inverse of the square root of the test information function:

$$\text{CSEM}(\hat{\theta}) = \frac{1}{\sqrt{I(\theta)}}, \quad (3)$$

where $\text{CSEM}(\hat{\theta})$ is the standard error of measurement, and $I(\theta)$ is the test information function. CSEMs are provided for each scale score point of the operational CAPA tests.

Inter-Rater Reliability

Inter-rater reliability addresses the consistency of the implementation of a rating system. For the CAPA, approximately 10% of students received two ratings, one by the primary examiner and a second independent rating by a trained observer. Consistency between the two ratings was evaluated with the following statistics:

- Number and percentage of exact agreement between raters
- Number and percentage of adjacent agreement between raters
- Number and percentage of non-adjacent scores between raters
- Mean absolute difference between ratings for the examiner and the observer
- Correlation between ratings for the examiner and the observer

Reliability of Classification and Decision Accuracy

The methodology used for estimating the reliability of performance-level classification decisions as described in Livingston and Lewis (1995) provides estimates of decision accuracy and classification consistency.

The term *accuracy*...refers to the extent to which the actual classifications of test takers (on the basis of their single-form scores) agree with those that would be made on the basis of their true scores, if their true scores could somehow be known. The term *consistency* refers to the agreement between the classifications based on two non-overlapping, equally difficult forms of the test. (Livingston & Lewis, 1995, p.178)

For CAPA, it is implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.12). For each level and test, RELCLASS-COMP estimates true scores and single-form scores on forms parallel to the one actually given. RELCLASS-COMP estimates decision accuracy using an estimated joint distribution of reported performance level classifications on the current form of the exam and the performance level classifications based on an all-forms average (true score). RELCLASS-COMP estimates decision consistency using an estimated joint distribution of reported performance level classifications on the current form of the exam and performance level classifications on the alternate (parallel) form.

In each case, the proportion of performance level classifications with exact agreement is the sum of the entries in the diagonal of the contingency table representing the joint distribution. Reliability of classification at each performance level cut score is estimated by collapsing the joint distribution at the passing score boundary into a 2-by-2 table and summing the two entries in the diagonal. RELCLASS COMP also computes the effective length of the test.

Scaling and Production of Scoring Tables

Item Calibration and Equating

The purpose of item calibration and equating is to create a common scale for expressing the difficulty estimates of all the items across versions within a test. When first established, the scale

commonly has a mean score of 0 and a standard deviation of 1. It should be noted that this scale is often referred to as the “theta” metric and is not used for reporting purposes because the values typically range from -3 to +3. Therefore, following calibration and equating, the scale is usually transformed to a reporting scale (also known as a scale score; see scaling section below), which can be more meaningfully interpreted by students, teachers, and other stakeholders.

The IRT model used to calibrate the CAPA test items was the 1-parameter partial credit (1PPC) model, a more restrictive model of the generalized partial-credit model (Muraki, 1992) where all items are assumed to be equally discriminating. The fundamental equation of this model is the probability that a person with proficiency, θ_k , on scale k will have, for the j^{th} item, a response x_j that is scored in the i^{th} of m_j ordered score categories:

$$P(x_j = i | \theta_k, a_j, b_j, d_{j0}, \dots, d_{jm_j-1}) = \frac{\exp \sum_{v=0}^i 1.7a_j(\theta_k - b_j + d_{jv})}{\sum_{g=0}^{m_j-1} \exp \sum_{v=0}^g 1.7a_j(\theta_k - b_j + d_{jv})} \equiv P_{ji}(\theta_k), \quad (4)$$

where:

m_j is the number of categories in the response to item j ;

x_j is the response to item j , with possible values $0, 1, \dots, m_j - 1$;

a_j is the slope parameter;

b_j is the item location parameter characterizing overall difficulty; and

d_{jv} is the category v threshold parameter

All IRT analyses were conducted using the proprietary version of PARSCALE (Muraki & Bock, 1999) that is contained within GENASYS. In IRT-based equating, once two forms have been placed on the same IRT scale through their common items, raw scores on a new form can be converted to raw scores on an old form. These converted raw scores can then be transformed to scale scores through table lookup and linear interpolation. The “base” or “reference” calibrations for the CAPA tests were established by calibrating samples of data from the 2003 administration. This established a scale to which subsequent item calibrations could be linked. For the purpose of linking to the base year, each 2005 CAPA form was constructed to include a set of five items that had been administered operationally in 2004. The 2005 items were placed on the base scale through the set of common items from the 2004 forms. (See Table 2.29 on p. 49.)

The procedures used for equating the CAPA tests involved three steps:

1. Item calibration
2. Item parameter scaling, and
3. True score equating.

These steps are described below.

Step 1: For the item calibrations, the PARSCALE program was constrained by setting a common discrimination value for all items equal to 1.0 / 1.7 (or 0.588). The resulting estimation was equivalent to the Rasch partial credit model for polytomously scored items.

The PARSCALE calibrations were run in two stages, following procedures used with other ETS testing programs. In the first stage, estimation imposed normal constraints on the updated prior ability distribution. The estimates resulting from this first stage were used as starting values for a second PARSCALE run, in which the subject prior distribution was updated after each expectation maximization (EM) cycle with no constraints. For both stages, the metric of the scale was controlled by the constant discrimination parameters. This approach was used to obtain unequated 2005 item parameter estimates. Once these estimates were obtained, each task was evaluated using fit statistics in conjunction with plots of model-data fit that were generated by the GENASYS system. Items flagged for potential misfit were evaluated with respect to their impact on test specifications, psychometric quality, and coverage of academic content standards.

Step 2: Next, parameter estimates were transformed to the CAPA base scales using the Stocking and Lord (1983) procedure, with an embedded anchor set drawn from the 2004 forms. In the case of the 1-parameter model, this procedure is equivalent to setting the mean of the new item parameter estimates for the common items equal to the mean of the previously scaled estimates. As commonly done in this approach, the linking process was carried out iteratively by inspecting differences between the transformed new and old (reference) estimates for the linking items, and, if necessary, removing items for which the item difficulty estimates changed significantly. The differences were calculated using the following formula:

$$\text{WRMSD} = \sqrt{\sum_{j=1}^{61} w_j [P_n(\theta_j) - P_r(\theta_j)]^2}, \quad (5)$$

where θ_j ranges from -3.0 to 3.0 by 0.1, w_j is a weight equal to the proportion of estimated abilities from the transformed new form in interval j , $P_n(\theta_j)$ is the probability of a given score for the transformed new form item at ability level j , and $P_r(\theta_j)$ is the probability of the same score for the old (reference) form item.

Simply put, transformed new and old parameter estimates were evaluated using weighted (based on the reference form abilities) root mean square difference (WRMSD) statistics that summarize differences in item characteristic curves (ICCs).

The linking criteria required removing items with a WRMSD greater than 0.625 for Level I and 0.500 for Levels II–V. For the 2005 CAPA tests, no linking items were eliminated.

Step 3: Once the new calibrations for each test were linked to the Rasch scale, defined by the reference calibrations, IRT true score equating procedures were utilized to transform the new form number-correct scores to their respective reference form scale scores. The true score equating procedure is based on the relationship between raw scores and ability. For tests consisting entirely of multiple-choice items, this is the well-known relationship defined in Lord (1980; eq. 4–5):

$$\xi(\theta) = \sum_{i=1}^n P_i(\theta), \quad (6)$$

where $P_i(\theta)$ is the probability of a correct response to item i at ability level θ (defined by the Rasch model), $\xi(\theta)$ is the corresponding true score, and the summation is over the n items in the test.

For all CAPA tests, $\xi(\theta)$ is based on polytomously scored performance (constructed response) items², and the relationship can be defined as:

$$\xi(\theta) = \sum_{j=1}^{ncr} \sum_{x=1}^m s_x P_{xj}(\theta), \quad (7)$$

where ncr is the number of constructed response items in the test, m is the number of score categories in each polytomously scored item, s_x is the score value for category x , and $P_{xj}(\theta)$ is the probability of a score in category x at ability θ (defined by the Rasch partial credit model). For Level I there are six possible scores per item: 0, 1, 2, 3, 4, and 5. For Levels II–V there are five possible scores: 0, 1, 2, 3, and 4. A score of zero is only assigned for students who fail to respond to the prompt.

For each integer score ξ_n on the new form, the true score equating procedure first solved for the corresponding ability level using equation 7. Next, the procedure used that ability level to find the corresponding score ξ_b on the base or reference form. Finally, each score ξ_b was transformed to the appropriate CAPA scale score scale using the reference form CAPA raw-score-to-scale-score conversion tables and linear interpolation. In particular, the theta scale was linearly transformed onto the 15–60 scale by holding the raw scores for the Proficient and Basic cuts obtained in the standard setting fixed at scale scores of 35 and 30, respectively. Remaining scale score cuts for Advanced, Below Basic, and Far Below Basic were allowed to fall along the scale and identified by matching with the corresponding raw score identified in the standard setting process.

Equating Samples

The 2005 equating samples were selected from available student records in a data file obtained in early June. These data consisted of approximately 16 to 22 percent of the total CAPA testing data that were eventually available when all testing was completed. The use of partial student samples for equating was necessitated by score reporting deadlines, and was approved by the CDE. Only students with valid results on the CAPA tests were included in the equating samples. In addition, students testing out-of-level were excluded from these samples.

Statistical Analysis Results

This section contains the tabled results of the analyses described above. Individual classical item statistics (AIS and polyserial correlations) and associated flags are provided in Appendix A on page 110.

² See Chapter 1 for the scoring rubric.

Table 2.3 provides a general statistical summary of each CAPA ELA and Mathematics test by level. For each level and content area, test level statistics include the scale score mean, standard deviation, and range, as well as the internal consistency reliability (coefficient alpha) and standard error of measurement. Item/task summary statistics include the means and standard deviations for the average item scores, polyserial correlations, and Rasch difficulties. Reliability coefficients ranged from 0.88 (Mathematics Level II) to 0.92 (Mathematics Level I and ELA Level V). Mean equated Rasch difficulties ranged from -0.78 (ELA Level II) to 0.03 (ELA Level I).

Tables 2.4 and 2.5 proved the frequency and percent of operational item scores for each level of ELA and Mathematics. More than 50% of examinees were awarded the highest item score on eight of the 40 ELA items, five of which are on the Level II test. In Mathematics, more than 50% of examinees received the highest rating on 11 of the 40 items, with four of the items from the Level II test and five from the Level III test.

Tables 2.6 – 2.10 provide the content area raw score means and standard deviations and the raw score intercorrelations for each CAPA level. Intercorrelations ranged from 0.81 (Level V Mathematics and Science) to 0.91 (Level I Mathematics and Science) indicating a moderate to high degree of correlation between performance on the content areas. Given the functional nature of many of the standards being assessed on CAPA, this degree of correlation is not surprising.

DIF SMD statistics for items flagged for C category ethnic and disability DIF are provided in Tables 2.11 and 2.12, respectively. Four ELA items were flagged for ethnic DIF. No items were flagged for gender DIF. A number of ELA and Mathematics items and one Science item were flagged for disability DIF, with the majority involving the Mental Retardation/Autism comparison.

Tables 2.13 – 2.17 summarize the results of examiner and observer double ratings of each operational ELA and Mathematics item. Included are the mean and standard deviation of assigned ratings, the percentage of exact and adjacent ratings and percentage of ratings that differ by more than one score point (neither exact nor adjacent), as well as the mean absolute difference and the correlation between ratings for the examiner and the observer. Mean absolute differences (MAD) range from 0.04–0.27. The correlations between examiner and observer ratings range from 0.86–0.97. In general, the examiners were not any more or less stringent, on average, than the observers.

The classification reliability for both accuracy and consistency are reported in Tables 2.18 – 2.27. The decision accuracy for ELA ranges from 0.70–0.75 across all performance levels and from 0.91–0.93 for the proficient and above classification. The decision accuracy for mathematics ranges from 0.67–0.76 across all performance levels and from 0.90–0.92 for the proficient and above classification. The decision consistency for ELA ranges from 0.61–0.69 across all performance levels and from 0.87–0.90 for the proficient and above classification. The decision consistency for Mathematics ranges from 0.56–0.67 across all performance levels and from 0.85–0.89 for the proficient and above classification.

Table 2.28 provides the means and standard deviations of the 2004 CAPA equating samples, as well as the 2005 total examinee population. The equating samples were very similar to the total examinee population.

Table 2.29 presents, for each CAPA test, the number of common items between the 2005 (new) and 2004 reference test forms, the number of items removed from the common item sets, the final

correlations between the new and reference difficulty estimates, and the average WRMSD statistic (see equation 1) across the final set of common items. These results indicate that the new and old difficulty estimates were highly correlated (0.91 or higher) and similar in magnitude (average WRMSD values of 0.17 and lower).

The raw-to-scale-to-performance level conversions and conditional standard errors of measurement (CSEM) are presented in Tables 2.30 – 2.39 for ELA and Mathematics. Tables 2.40 – 2.44 present the scale score frequency distributions for ELA and Mathematics by level. In Level I ELA approximately 16% of students obtained the highest scale score. Note that gaps in the table indicate scale scores that were not in the 2005 raw-to-scale conversion tables. Tables 2.45 – 2.47 present the raw score frequency distributions for Science field tests in Levels I, III, and V.

Table 2.3 Operational Test and Associated Item Summary Statistics

Level/Content	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	V	
Scale Score Information												
Number of Examinees	8733	8707	5960	5954	6259	6249	10064	10056	8807	8783		
Mean Score	43	33	38	40	37	41	36	35	38	35		
SD*	13.03	10.96	9.09	8.87	10.40	10.82	9.96	10.87	10.83	10.00		
Possible Range	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60		
Obtained Range	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60	15-60		
Median	44	33	37	38	36	39	37	34	38	35		
Reliability	0.91	0.92	0.90	0.88	0.90	0.90	0.90	0.89	0.92	0.91		
SEM**	3.42	3.37	2.33	2.57	2.5	2.46	2.48	2.66	2.24	2.38		
Item Information												
Number of Items	8	8	8	8	8	8	8	8	8	8		
Mean AIS***	3.02	2.61	2.93	2.85	2.68	2.88	2.63	2.68	2.70	2.36		
SD AIS***	0.55	0.18	0.29	0.41	0.31	0.35	0.34	0.38	0.36	0.41		
Range AIS***	2.22-3.87	2.2-2.76	2.43-3.20	2.06-3.47	2.29-3.35	2.40-3.40	2.20-3.13	1.94-3.20	1.96-3.13	1.72-2.93		
Possible Range	0-5	0-5	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4		
Mean Polyserial	0.82	0.83	0.79	0.77	0.81	0.81	0.80	0.80	0.83	0.83		
SD Polyserial	0.05	0.02	0.03	0.08	0.03	0.03	0.05	0.05	0.04	0.04		
Range Polyserial	0.70-0.85	0.8-0.86	0.75-0.83	0.62-0.86	0.75-0.84	0.75-0.85	0.73-0.87	0.74-0.83	0.78-0.88	0.74-0.88		
Mean Rasch Difficulty	0.03	-0.19	-0.78	-0.28	-0.46	-0.51	-0.3	-0.51	-0.18	-0.21		
SD Rasch Difficulty	0.37	0.17	0.27	0.47	0.44	0.45	0.43	0.43	0.44	0.50		
Range of Rasch Difficulty	(-0.49)-0.58	(-0.32)-0.19	(-1.00)-(-0.24)	(-0.90)-0.69	(-1.36)-0.01	(-1.24)-(0.05)	(-1.16)-(0.05)	(-1.12)-0.26	(-0.70)-0.37	(-0.91)-0.73	0.58	

*Standard Deviation

**Standard Error of Measurement

*** AIS = Average Item Score

Table 2.4 Frequency of Operational Item Scores: ELA

ELA	Score/Item	1	2	3	4	5	6	7	8
Level		Count	Percent	Count	Percent	Count	Percent	Count	Percent
I	0	830	9.03	1258	13.68	1369	14.89	1650	17.94
	1	695	7.56	1169	12.71	1452	15.79	1794	19.51
	2	280	3.04	1789	19.45	2265	24.63	2090	22.73
	3	604	6.57	787	8.56	850	9.24	873	9.49
	4	759	8.25	914	9.94	650	7.07	644	7.00
II	5	5556	60.42	2797	30.42	2113	22.98	1631	17.74
	0	269	4.15	216	3.33	276	4.26	214	3.30
	1	424	6.54	562	8.67	397	6.13	1527	23.56
	2	636	9.81	719	11.10	738	11.39	1686	26.02
	3	1389	21.44	1229	18.97	1627	25.11	1050	16.20
III	4	3578	55.22	3576	55.19	3252	50.19	1807	27.89
	0	330	4.87	174	2.57	153	2.26	191	2.82
	1	1276	18.84	1185	17.50	431	6.36	2117	31.26
	2	1283	18.95	1398	20.64	672	9.92	793	11.71
	3	1875	27.69	1021	15.08	1011	14.93	936	13.82
IV	4	1773	26.18	2755	40.68	4266	62.99	2487	36.72
	0	164	1.53	484	4.51	287	2.67	583	5.43
	1	868	8.09	3432	31.99	3218	29.99	2915	27.17

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ELA	Score/Item	1	2	3	4	5	6	7	8								
Level		Count	Percent	Count	Percent	Count	Percent	Count	Percent								
2	1339	12.48	2284	21.29	2558	23.84	980	9.13	2928	27.29	733	6.83	1564	14.58	1375	12.81	
3	3067	28.58	1732	16.14	1268	11.82	1505	14.03	1979	18.44	1445	13.47	1989	18.54	1696	15.81	
4	4895	45.62	2391	22.28	2983	27.8	4315	40.21	2149	20.03	5165	48.14	4641	43.25	5080	47.34	
V	0	385	4.10	153	1.63	247	2.63	253	2.69	454	4.83	499	5.31	290	3.09	440	4.68
1	3975	42.29	1165	12.39	1541	16.40	1654	17.60	1956	20.81	1109	11.80	2440	25.96	783	8.33	
2	1584	16.85	1690	17.98	2179	23.18	1896	20.17	730	7.77	1237	13.16	1322	14.07	1028	10.94	
3	1355	14.42	1964	20.9	2023	21.52	2690	28.62	1212	12.89	1313	13.97	1410	15.00	1495	15.91	
4	1562	16.62	3893	41.42	2829	30.10	2357	25.08	4482	47.69	4697	49.97	3383	35.99	5085	54.10	

Table 2.5 Frequency of Operational Item Scores: Mathematics

Math Level	Score/Item	1		2		3		4		5		6		7		8	
		Count	Percent														
I	0	2312	25.14	1231	13.39	1255	13.65	1383	15.04	1345	14.63	1378	14.98	1368	14.88	1338	14.55
	1	1850	20.12	1271	13.82	1347	14.65	1510	16.42	1371	14.91	1319	14.34	1420	15.44	1483	16.13
	2	1226	13.33	1987	21.61	1878	20.42	1834	19.94	1878	20.42	1676	18.23	1926	20.94	1612	17.53
	3	498	5.42	835	9.08	817	8.88	823	8.95	767	8.34	728	7.92	697	7.58	848	9.22
	4	610	6.63	858	9.33	790	8.59	815	8.86	772	8.39	706	7.68	765	8.32	790	8.59
II	0	2200	23.92	2502	27.21	2578	28.03	2285	24.85	2505	27.24	2872	31.23	2500	27.19	2556	27.79
	1	1275	19.68	596	9.20	842	12.99	1244	19.20	1618	24.97	2391	36.90	1193	18.41	1587	24.49
	2	662	10.22	412	6.36	472	7.28	711	10.97	901	13.90	1074	16.57	339	5.23	543	8.38
	3	894	13.80	283	4.37	744	11.48	774	11.94	1141	17.61	1772	27.35	1784	27.53	701	10.82
	4	3361	51.87	4857	74.95	3962	61.14	3393	52.36	2367	36.53	783	12.08	2618	40.40	3186	49.17
III	0	176	2.60	202	2.98	207	3.06	307	4.53	210	3.10	173	2.55	142	2.10	182	2.69
	1	715	10.56	2025	29.90	1748	25.81	1810	26.73	1368	20.20	1113	16.44	492	7.27	1248	18.43
	2	733	10.82	939	13.87	1260	18.61	585	8.64	542	8.00	741	10.94	541	7.99	457	6.75
	3	1359	20.07	1316	19.43	1741	25.71	890	13.14	764	11.28	774	11.43	850	12.55	695	10.26
	4	3542	52.3	2042	30.15	1565	23.11	2919	43.1	3624	53.51	3720	54.93	4483	66.20	3919	57.87
IV	0	432	4.03	209	1.95	283	2.64	300	2.80	269	2.51	379	3.53	976	9.10	281	2.62

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Math Level	Score/Item	1		2		3		4		5		6		7		8	
		Count	Percent														
1	2912	27.14	2025	18.87	2089	19.47	2710	25.26	3094	28.84	1912	17.82	5136	47.87	2544	23.71	
2	1587	14.79	558	5.20	1787	16.65	1634	15.23	1615	15.05	764	7.12	631	5.88	1021	9.52	
3	1898	17.69	338	3.15	2674	24.92	700	6.52	794	7.40	1230	11.46	698	6.51	1590	14.82	
4	3490	32.53	7167	66.79	3465	32.29	4932	45.96	4507	42.00	6029	56.19	2853	26.59	4840	45.11	
 V		302	3.21	278	2.96	397	4.22	207	2.20	291	3.10	434	4.62	592	6.30	437	4.65
1	1886	20.07	3649	38.82	1804	19.19	1918	20.41	1220	12.98	5185	55.17	4264	45.37	3802	40.45	
2	1179	12.54	1508	16.04	1656	17.62	1170	12.45	2788	29.66	810	8.62	478	5.09	1372	14.60	
3	1718	18.28	1261	13.42	2763	29.40	472	5.02	1600	17.02	1163	12.37	476	5.06	1370	14.58	
4	3753	39.93	2127	22.63	2199	23.40	5037	53.59	2911	30.97	1235	13.14	3014	32.07	1808	19.24	

Table 2.6 Raw Score Intercorrelations by Section: Level I

	ELA	Mathematics	Science*
ELA	-	0.88	0.89
Mathematics		-	0.91
Science			-
N	8733	8707	3193
Raw Score Mean	24.15	20.91	22.19
Raw Score SD	11.41	11.91	12.41

*Science raw scores are based on 8 items common across field-test forms.

Table 2.7 Raw Score Intercorrelations by Section: Level II

	ELA	Mathematics
ELA	-	0.86
Mathematics		-
N	5960	5954
Raw Score Mean	23.44	22.76
Raw Score Std	7.36	7.42

Table 2.8 Raw Score Intercorrelations by Section: Level III

	ELA	Mathematics	Science*
ELA	-	0.86	0.83
Mathematics		-	0.83
Science			-
N	6259	6249	3523
Raw Score Mean	21.39	23.03	22.86
Raw Score Std	7.92	7.77	6.42

*Science raw scores are based on 8 items common across field-test forms.

Table 2.9 Raw Score Intercorrelations by Section: Level IV

	ELA	Mathematics	Science*
ELA	-	0.86	N/A
Mathematics		-	N/A
Science			-
N	10064	10056	3784
Raw Score Mean	21.04	21.42	N/A
Raw Score Std	7.83	8.01	N/A

*Science raw scores may not be pooled because the six field-test forms had 10 unique field test items per form.

Table 2.10 Raw Score Intercorrelations by Section: Level V

	ELA	Mathematics	Science*
ELA	-	0.86	0.84
Mathematics		-	0.81
Science			-
N	8807	8784	3967
Raw Score Mean	21.57	18.81	24.53
Raw Score Std	7.92	7.98	7.17

*Science raw scores are based on 8 items common across field-test forms.

Table 2.11 Ethnic Group DIF Statistics for C Category Items

Content Area	Item No.	Level	Item#	Version	SMD	Comparison	Disadvantaged
ELA	VB397804	3	7	1	-0.398	White/Asian	Asian
	VB539450	3	8	1	0.394	White/Asian	White
	VB397804	3	7	1	-0.345	White/Filipino	Filipino
	VB397806	4	7	1	-0.357	White/Asian	Asian
Mathematics	---	---	---	---	---	---	---
Science	---	---	---	---	---	---	---

Table 2.12 Disability Group DIF Statistics for C Category Items

Content Area	Item No.	Level	Item#	Version	SMD	Comparison	Disadvantaged
ELA	VB540161	2	1	OP	-0.328	MR/AU	AU
	VB429438	2	3	OP	-0.306	MR/AU	AU
	VB487040	2	4	OP	0.401	MR/AU	MR
	VB486738	2	5	OP	0.383	MR/AU	MR
	VB539452	2	6	OP	0.357	MR/AU	MR
	VB539448	2	10	1	0.364	MR/AU	MR
	VB541570	2	9	2	-0.384	MR/AU	AU
	VB555466	2	10	2	-0.362	MR/AU	AU

Content Area	Item No.	Level	Item#	Version	SMD	Comparison	Disadvantaged
	VB541371	2	9	3	0.693	MR/AU	MR
	VB543111	2	10	4	0.399	MR/AU	MR
	VB487040	3	2	OP	0.451	MR/AU	MR
	VB541371	3	5	OP	0.575	MR/AU	MR
	VB487173	3	6	OP	-0.594	MR/AU	AU
	VB397804	3	7	OP	-0.72	MR/AU	AU
	VB539450	3	8	OP	0.672	MR/AU	MR
	VB615606	3	10	3	0.709	MR/AU	MR
	VB397806	4	7	OP	-0.344	MR/DEAF	DEAF
	VB487173	4	8	OP	-0.376	MR/DEAF	DEAF
	VB539454	4	2	OP	0.706	MR/AU	MR
	VB397806	4	7	OP	-0.471	MR/AU	AU
	VB487173	4	8	OP	-0.452	MR/AU	AU
	VB543121	4	10	1	0.649	MR/AU	MR
	VB540151	4	9	2	0.461	MR/AU	MR
	VB539029	4	10	2	0.337	MR/AU	MR

Content Area	Item No.	Level	Item#	Version	SMD	Comparison	Disadvantaged
Math	VB539173	4	10	3	-0.528	MR/AU	AU
	VB541562	4	10	4	0.348	MR/AU	MR
	VB540154	4	10	5	0.344	MR/AU	MR
	VB583591	5	10	5	0.349	MR/SL	MR
	VB487173	5	2	OP	0.433	MR/AU	MR
	VB487173	5	8	OP	-0.35	MR/AU	AU
	VB539036	5	10	4	0.317	MR/AU	MR
	VC043671	2	12	OP	-0.295	MR/OI	OI
	VB539238	2	14	OP	0.355	MR/AU	MR
	VB487024	2	OP	OP	-0.336	MR/AU	AU
	VB323291	2	OP	OP	-0.346	MR/AU	AU
	VB540416	2	20	2	-0.367	MR/AU	AU
	VB539963	2	20	3	-0.371	MR/AU	AU
	VB616067	2	20	4	0.636	MR/AU	MR
	VB540416	3	OP	1	-0.359	MR/AU	AU

Content Area	Item No.	Level	Item#	Version	SMD	Comparison	Disadvantaged
Science	VB487027	3	OP	1	0.402	MR/AU	MR
	VB541183	3	20	2	-0.288	MR/AU	AU
	VB616069	3	20	3	0.493	MR/AU	MR
	VB615614	3	19	4	-0.343	MR/AU	AU
	VB487976	4	OP	1	-0.544	MR/ DEAF	DEAF
	VB487028	4	OP	1	-0.329	MR/ ED	ED
	VB541852	4	20	1	-0.414	MR/AU	AU
	VB540174	3	23	1	0.284	MR/AU	MR

Table 2.13 Double Rater Summary for Operational Items: Level I

Subject	Item	Level I			First Rating			Second Rating			% Agreement			MAD*	Corr**
		N	Mean	SD	N	Mean	SD	Exact	Adjacent	Neither					
ELA	1	785	4.08	1.59	785	4.04	1.61	93.38	3.82	2.80	0.13	0.93			
	2	785	3.01	1.78	785	3.01	1.77	89.30	6.62	4.08	0.17	0.94			
	3	785	2.62	1.72	785	2.58	1.73	87.39	9.30	3.31	0.19	0.94			
	4	785	2.40	1.72	785	2.42	1.72	86.88	9.17	3.95	0.20	0.93			
	5	785	3.79	1.65	785	3.74	1.68	86.50	7.77	5.73	0.27	0.86			
	6	785	2.97	1.81	785	2.95	1.78	88.92	7.26	3.82	0.18	0.93			
	7	785	3.42	1.80	785	3.43	1.80	88.79	7.52	3.69	0.19	0.93			
	8	785	3.54	1.80	785	3.46	1.82	88.28	7.13	4.59	0.21	0.92			
Mathematics	11	757	2.39	1.92	757	2.37	1.92	88.77	8.32	2.91	0.16	0.96			
	12	757	2.95	1.75	757	2.93	1.78	88.51	8.06	3.43	0.18	0.94			
	13	757	3.04	1.78	757	2.99	1.79	89.17	7.40	3.43	0.18	0.93			
	14	757	2.95	1.77	757	2.92	1.79	88.77	8.06	3.17	0.17	0.94			
	15	757	2.98	1.78	757	2.96	1.78	88.51	8.06	3.43	0.18	0.94			
	16	757	3.17	1.77	757	3.15	1.79	91.28	5.28	3.44	0.15	0.95			
	17	757	2.88	1.75	757	2.86	1.73	88.77	7.40	3.83	0.19	0.93			
	18	757	2.96	1.79	757	2.93	1.78	87.58	8.59	3.83	0.19	0.93			

* Mean absolute difference between first and second ratings, ** Pearson correlation between first and second ratings

Table 2.14 Double Rater Summary for Operational Items: Level II

Subject	Item	First Rating			Second Rating			% Agreement			MAD*	Corr**
		N	Mean	SD	N	Mean	SD	Exact	Adjacent	Neither		
ELA	1	546	3.18	1.15	546	3.18	1.14	97.25	1.83	0.92	0.04	0.96
	2	546	3.12	1.17	546	3.11	1.19	95.97	2.93	1.10	0.05	0.97
	3	546	3.10	1.13	546	3.08	1.15	93.04	6.04	0.92	0.09	0.95
	4	546	2.35	1.24	546	2.38	1.25	94.87	3.48	1.65	0.08	0.95
	5	546	2.89	1.30	546	2.89	1.30	93.04	5.49	1.47	0.10	0.94
	6	546	3.05	1.24	546	3.05	1.24	95.42	2.93	1.65	0.08	0.94
	7	546	2.46	1.21	546	2.45	1.21	91.03	7.88	1.09	0.11	0.94
	8	546	2.85	1.31	546	2.82	1.33	93.59	3.66	2.75	0.11	0.93
Mathematics	11	545	2.91	1.29	545	2.90	1.29	96.88	1.65	1.47	0.06	0.96
	12	545	3.42	1.14	545	3.43	1.14	96.33	1.28	2.39	0.07	0.94
	13	545	3.15	1.23	545	3.17	1.23	95.78	3.12	1.10	0.06	0.96
	14	545	2.88	1.31	545	2.90	1.30	96.15	2.20	1.65	0.06	0.96
	15	545	2.49	1.30	545	2.47	1.30	94.13	4.59	1.28	0.08	0.96
	16	545	1.99	1.15	545	1.97	1.15	93.94	5.32	0.74	0.07	0.96
	17	545	2.83	1.32	545	2.83	1.31	92.48	4.77	2.75	0.12	0.93
	18	545	2.75	1.44	545	2.75	1.45	95.41	2.57	2.02	0.08	0.96

* Mean absolute difference between first and second ratings, ** Pearson correlation between first and second ratings

Table 2.15 Double Rater Summary for Operational Items: Level III

Subject	Item	Level III			First Rating			Second Rating			% Agreement			MAD*	Corr**
		N	Mean	SD	N	Mean	SD	Exact	Adjacent	Neither					
ELA	1	651	2.50	1.19	651	2.53	1.20	90.02	7.68	2.30	0.14	0.91			
	2	651	2.77	1.22	651	2.79	1.24	94.16	3.38	2.46	0.10	0.92			
	3	651	3.39	1.02	651	3.37	1.05	93.55	4.45	2.00	0.10	0.89			
	4	651	2.40	1.34	651	2.40	1.35	93.24	3.84	2.92	0.11	0.93			
	5	651	2.83	1.25	651	2.83	1.28	94.01	3.53	2.46	0.11	0.92			
	6	651	2.73	1.36	651	2.73	1.37	91.40	5.38	3.22	0.14	0.92			
	7	651	2.61	1.28	651	2.64	1.29	91.86	5.38	2.76	0.13	0.92			
	8	651	2.33	1.31	651	2.36	1.32	92.32	5.53	2.15	0.12	0.93			
Mathematics	11	646	3.11	1.14	646	3.09	1.15	93.34	4.95	1.71	0.10	0.92			
	12	646	2.49	1.26	646	2.49	1.29	91.49	5.73	2.78	0.14	0.91			
	13	646	2.39	1.18	646	2.41	1.18	91.80	4.64	3.56	0.14	0.89			
	14	646	2.61	1.39	646	2.61	1.39	93.49	4.49	2.02	0.10	0.95			
	15	646	2.89	1.40	646	2.89	1.40	92.11	3.72	4.17	0.15	0.91			
	16	646	3.13	1.24	646	3.14	1.25	94.12	3.72	2.16	0.11	0.92			
	17	646	3.41	1.04	646	3.37	1.09	95.05	3.10	1.85	0.09	0.91			
	18	646	3.02	1.35	646	3.04	1.35	91.95	4.95	3.10	0.14	0.91			

* Mean absolute difference between first and second ratings, ** Pearson correlation between first and second ratings

Table 2.16 Double Rater Summary for Operational Items: Level IV

Subject	Item	Level IV			First Rating			Second Rating			% Agreement			MAD*	Corr**
		N	Mean	SD	N	Mean	SD	Exact	Adjacent	Neither					
ELA	1	837	3.13	1.03	837	3.12	1.05	92.71	5.62	1.67	0.10	0.10	0.91		
	2	837	2.23	1.23	837	2.22	1.24	90.80	6.69	2.51	0.13	0.13	0.92		
	3	837	2.29	1.25	837	2.27	1.26	88.89	7.77	3.34	0.16	0.16	0.90		
	4	837	2.59	1.40	837	2.58	1.40	91.28	5.26	3.46	0.15	0.15	0.92		
	5	837	2.27	1.17	837	2.25	1.18	89.49	7.41	3.10	0.16	0.16	0.88		
	6	837	2.88	1.37	837	2.84	1.41	90.32	6.09	3.59	0.16	0.16	0.90		
	7	837	2.84	1.30	837	2.82	1.32	88.65	8.24	3.11	0.17	0.17	0.90		
	8	837	2.89	1.36	837	2.84	1.39	88.29	8.24	3.47	0.18	0.18	0.90		
Mathematics	11	845	2.49	1.32	845	2.48	1.33	90.41	6.63	2.96	0.15	0.15	0.92		
	12	845	3.19	1.31	845	3.18	1.32	94.32	3.08	2.60	0.11	0.11	0.92		
	13	845	2.63	1.20	845	2.63	1.20	91.72	5.21	3.07	0.14	0.14	0.89		
	14	845	2.69	1.33	845	2.68	1.36	93.02	4.62	2.36	0.11	0.11	0.94		
	15	845	2.45	1.37	845	2.48	1.37	88.40	8.28	3.32	0.17	0.17	0.91		
	16	845	3.06	1.27	845	3.06	1.29	93.96	4.02	2.02	0.09	0.09	0.95		
	17	845	1.94	1.44	845	1.92	1.44	93.02	4.73	2.25	0.11	0.11	0.94		
	18	845	2.85	1.29	845	2.84	1.31	93.73	3.91	2.36	0.10	0.10	0.94		

* Mean absolute difference between first and second ratings, ** Pearson correlation between first and second ratings

Table 2.17 Double Rater Summary for Operational Items: Level V

Subject	Item	First Rating			Second Rating			% Agreement			MAD*	Corr**
		N	Mean	SD	N	Mean	SD	Exact	Adjacent	Neither		
ELA	1	716	1.75	1.13	716	1.77	1.14	90.78	5.87	3.35	0.15	0.88
	2	716	2.91	1.14	716	2.92	1.13	93.44	4.19	2.37	0.11	0.91
	3	716	2.56	1.16	716	2.59	1.15	91.76	6.42	1.82	0.11	0.93
	4	716	2.54	1.10	716	2.55	1.09	90.78	7.40	1.82	0.12	0.91
	5	716	2.78	1.38	716	2.78	1.39	92.32	5.03	2.65	0.12	0.94
	6	716	2.94	1.29	716	2.92	1.29	87.15	10.06	2.79	0.17	0.92
	7	716	2.50	1.31	716	2.51	1.32	91.62	5.31	3.07	0.13	0.93
	8	716	3.11	1.23	716	3.11	1.24	91.20	6.98	1.82	0.12	0.93
Mathematics	11	706	2.77	1.26	706	2.77	1.25	90.65	7.65	1.70	0.12	0.93
	12	706	2.06	1.25	706	2.06	1.25	93.77	3.97	2.26	0.10	0.93
	13	706	2.52	1.17	706	2.50	1.15	88.53	9.07	2.40	0.15	0.91
	14	706	2.94	1.30	706	2.94	1.29	93.20	4.39	2.41	0.10	0.94
	15	706	2.57	1.15	706	2.58	1.15	92.63	5.10	2.27	0.11	0.92
	16	706	1.65	1.13	706	1.65	1.14	93.48	4.53	1.99	0.10	0.92
	17	706	1.98	1.46	706	2.00	1.47	94.19	4.11	1.70	0.09	0.95
	18	706	1.98	1.27	706	1.96	1.26	90.93	7.08	1.99	0.12	0.94

* Mean absolute difference between first and second ratings, ** Pearson correlation between first and second ratings

**Table 2.18 Reliability of Classification and Decision Accuracy:
Level I English-Language Arts**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy All-forms Average	28-40	0.40	0.05	0.00	0.00	0.00	0.45
	17-27	0.04	0.20	0.03	0.01	0.00	0.29
	12-16	0.00	0.03	0.04	0.01	0.00	0.09
	9-11	0.00	0.00	0.02	0.01	0.01	0.04
	0-8	0.00	0.00	0.01	0.02	0.09	0.13
	Estimated Proportion Correctly Classified : Total = 0.74, Proficient & Above = 0.93						
Decision Consistency Alternate Form	28-40	0.39	0.06	0.00	0.00	0.00	0.45
	17-27	0.06	0.17	0.04	0.01	0.01	0.29
	12-16	0.00	0.03	0.03	0.01	0.01	0.09
	9-11	0.00	0.00	0.01	0.01	0.02	0.04
	0-8	0.00	0.01	0.02	0.02	0.09	0.13
	Estimated Proportion Correctly Classified : Total = 0.69, Proficient & Above = 0.90						

*Inconsistencies with category cell entries are due to rounding.

**Table 2.19 Reliability of Classification and Decision Accuracy:
Level I Mathematics**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy All-forms Average	35-40	0.12	0.02	0.00	0.00	0.00	0.14
	25-34	0.03	0.20	0.05	0.01	0.00	0.29
	18-24	0.00	0.04	0.10	0.04	0.00	0.19
	7-17	0.00	0.00	0.03	0.18	0.01	0.22
	0-6	0.00	0.00	0.00	0.04	0.12	0.16
	Estimated Proportion Correctly Classified : Total = 0.72, Proficient & Above = 0.90						
Decision Consistency Alternate Form	35-40	0.11	0.03	0.00	0.00	0.00	0.14
	25-34	0.05	0.17	0.05	0.01	0.00	0.29
	18-24	0.00	0.05	0.08	0.05	0.00	0.19
	7-17	0.00	0.00	0.04	0.15	0.03	0.22
	0-6	0.00	0.00	0.00	0.04	0.11	0.16
	Estimated Proportion Correctly Classified : Total = 0.62, Proficient & Above = 0.89						

*Inconsistencies with category cell entries are due to rounding.

**Table 2.20 Reliability of Classification and Decision Accuracy:
Level II English-Language Arts**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	29-32	0.26	0.06	0.00	0.00	0.00	0.32
	22-28	0.04	0.26	0.04	0.00	0.00	0.34
	14-21	0.00	0.04	0.16	0.02	0.00	0.22
All-forms Average	8-13	0.00	0.00	0.03	0.05	0.01	0.08
	0-7	0.00	0.00	0.00	0.01	0.02	0.04
Estimated Proportion Correctly Classified : Total = 0.75 , Proficient & Above = 0.92							
Decision Consistency	29-32	0.25	0.07	0.00	0.00	0.00	0.32
	22-28	0.07	0.21	0.06	0.00	0.00	0.34
	14-21	0.00	0.06	0.13	0.03	0.00	0.22
	8-13	0.00	0.00	0.03	0.04	0.01	0.08
	0-7	0.00	0.00	0.00	0.01	0.02	0.04
Estimated Proportion Correctly Classified : Total = 0.65 , Proficient & Above = 0.88							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.21 Reliability of Classification and Decision Accuracy:
Level II Mathematics**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	27-32	0.33	0.06	0.00	0.00	0.00	0.40
	19-26	0.04	0.25	0.03	0.00	0.00	0.32
	11-18	0.00	0.05	0.14	0.01	0.00	0.21
All-forms Average	8-10	0.00	0.00	0.02	0.01	0.01	0.04
	0-7	0.00	0.00	0.00	0.01	0.02	0.03
Estimated Proportion Correctly Classified : Total = 0.75 , Proficient & Above = 0.92							
Decision Consistency	27-32	0.32	0.08	0.00	0.00	0.00	0.40
	19-26	0.07	0.20	0.05	0.00	0.00	0.32
	11-18	0.01	0.06	0.11	0.02	0.01	0.21
	8-10	0.00	0.00	0.02	0.01	0.01	0.04
	0-7	0.00	0.00	0.00	0.01	0.02	0.04
Estimated Proportion Correctly Classified : Total = 0.66 , Proficient & Above = 0.88							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.22 Reliability of Classification and Decision Accuracy:
Level III English-Language Arts**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	27-32	0.28	0.05	0.00	0.00	0.00	0.34
	21-26	0.03	0.17	0.04	0.00	0.00	0.23
	15-20	0.00	0.05	0.13	0.03	0.00	0.22
All-forms Average	10-14	0.00	0.00	0.04	0.07	0.02	0.12
	0-9	0.00	0.00	0.00	0.02	0.07	0.08
Estimated Proportion Correctly Classified : Total = 0.72, Proficient & Above = 0.91							
Decision Consistency	27-32	0.27	0.06	0.01	0.00	0.00	0.34
	21-26	0.05	0.13	0.05	0.00	0.00	0.23
	15-20	0.01	0.06	0.10	0.04	0.01	0.22
	10-14	0.00	0.00	0.04	0.05	0.03	0.12
	0-9	0.00	0.00	0.00	0.02	0.06	0.08
Estimated Proportion Correctly Classified : Total = 0.61, Proficient & Above = 0.87							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.23 Reliability of Classification and Decision Accuracy:
Level III Mathematics**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	28-32	0.33	0.06	0.01	0.00	0.00	0.40
	20-27	0.03	0.24	0.02	0.00	0.00	0.29
	14-19	0.00	0.05	0.10	0.02	0.00	0.17
All-forms Average	9-13	0.00	0.00	0.03	0.05	0.01	0.09
	0-8	0.00	0.00	0.00	0.01	0.04	0.05
Estimated Proportion Correctly Classified : Total = 0.76 , Proficient & Above = 0.92							
Decision Consistency	28-32	0.31	0.07	0.00	0.00	0.00	0.40
	20-27	0.06	0.20	0.04	0.00	0.00	0.29
	14-19	0.01	0.05	0.08	0.03	0.00	0.17
	9-13	0.00	0.01	0.03	0.04	0.02	0.09
	0-8	0.00	0.00	0.00	0.01	0.04	0.05
Estimated Proportion Correctly Classified : Total = 0.67, Proficient & Above = 0.89							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.24 Reliability of Classification and Decision Accuracy:
Level IV English-Language Arts**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy All-forms Average	27-32	0.26	0.06	0.00	0.00	0.00	0.32
	21-26	0.04	0.18	0.04	0.00	0.00	0.26
	16-20	0.00	0.04	0.09	0.02	0.00	0.16
	11-15	0.00	0.01	0.04	0.08	0.02	0.14
	0-10	0.00	0.00	0.00	0.03	0.09	0.12
Estimated Proportion Correctly Classified : Total = 0.70, Proficient & Above = 0.91							
Decision Consistency Alternate Form	27-32	0.24	0.06	0.01	0.00	0.00	0.32
	21-26	0.06	0.15	0.05	0.01	0.00	0.26
	16-20	0.00	0.05	0.07	0.03	0.00	0.16
	11-15	0.00	0.01	0.04	0.06	0.03	0.14
	0-10	0.00	0.00	0.01	0.03	0.09	0.12
Estimated Proportion Correctly Classified : Total = 0.61 , Proficient & Above = 0.87							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.25 Reliability of Classification and Decision Accuracy:
Level IV Mathematics**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy All-forms Average	29-32	0.18	0.05	0.00	0.00	0.00	0.24
	24-28	0.03	0.15	0.05	0.00	0.00	0.23
	18-23	0.00	0.04	0.14	0.04	0.00	0.22
	13-17	0.00	0.00	0.04	0.07	0.02	0.14
	0-12	0.00	0.00	0.01	0.04	0.13	0.17
Estimated Proportion Correctly Classified : Total =0.67, Proficient & Above = 0.91							
Decision Consistency Alternate Form	29-32	0.18	0.06	0.01	0.00	0.00	0.24
	24-28	0.06	0.11	0.06	0.01	0.00	0.23
	18-23	0.01	0.06	0.10	0.04	0.01	0.22
	13-17	0.00	0.00	0.04	0.05	0.03	0.14
	0-12	0.00	0.00	0.01	0.04	0.12	0.17
Estimated Proportion Correctly Classified : Total = 0.56, Proficient & Above = 0.85							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.26 Reliability of Classification and Decision Accuracy:
Level V English-Language Arts**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	27-32	0.30	0.05	0.00	0.00	0.00	0.35
	20-26	0.03	0.22	0.04	0.00	0.00	0.29
	15-19	0.00	0.03	0.09	0.02	0.00	0.14
All-forms Average	12-14	0.00	0.00	0.03	0.03	0.02	0.08
	0-11	0.00	0.00	0.01	0.02	0.11	0.14
Estimated Proportion Correctly Classified : Total = 0.75 , Proficient & Above = 0.93							
Decision Consistency	27-32	0.28	0.06	0.00	0.00	0.00	0.35
	20-26	0.06	0.18	0.05	0.00	0.00	0.29
	15-19	0.00	0.04	0.07	0.02	0.01	0.14
	12-14	0.00	0.01	0.03	0.02	0.02	0.08
	0-11	0.00	0.00	0.01	0.02	0.10	0.14
Estimated Proportion Correctly Classified : Total = 0.65 , Proficient & Above = 0.90							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.27 Reliability of Classification and Decision Accuracy:
Level V Mathematics**

	Placement Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Category Total*
Decision Accuracy	26-32	0.21	0.04	0.00	0.00	0.00	0.26
	19-25	0.02	0.19	0.04	0.00	0.00	0.25
	14-18	0.00	0.04	0.11	0.03	0.01	0.19
All-forms Average	12-13	0.00	0.00	0.03	0.02	0.02	0.08
	0-11	0.00	0.00	0.01	0.02	0.18	0.21
Estimated Proportion Correctly Classified : Total = 0.71 , Proficient & Above = 0.92							
Decision Consistency	26-32	0.20	0.05	0.00	0.00	0.00	0.26
	19-25	0.04	0.16	0.05	0.00	0.00	0.25
	14-18	0.00	0.05	0.09	0.03	0.03	0.19
	12-13	0.00	0.01	0.03	0.02	0.03	0.08
	0-11	0.00	0.00	0.02	0.02	0.17	0.21
Estimated Proportion Correctly Classified : Total = 0.64 , Proficient & Above = 0.89							

*Inconsistencies with category cell entries are due to rounding.

**Table 2.28 CAPA 2005 Raw Score Means and Standard Deviations:
Equating Sample vs. Total**

Group	Level	ELA				Mathematics			
		N	% Total N	Mean RS	SD RS	N	% Total N	Mean RS	SD RS
Total	I	8733		24.15	11.41	8707		20.91	11.91
	II	5960		23.44	7.36	5954		22.76	7.42
	III	6259		21.39	7.92	6249		23.03	7.77
	IV	10064		21.04	7.83	10056		21.42	8.01
	V	8807		21.57	7.92	8783		18.81	7.98
Equating Sample	I	1420	16.26%	23.80	11.46	1414	16.24%	20.22	11.92
	II	1065	17.87%	22.50	7.92	1065	17.89%	22.32	7.66
	III	1129	18.04%	20.59	8.20	1126	18.02%	22.25	8.25
	IV	1704	16.93%	20.06	7.92	1698	16.89%	20.40	8.03
	V	1954	22.19%	21.80	7.93	1948	22.18%	19.14	8.05

Table 2.29 Evaluation of Common Items between New and Reference Test Forms

Subject	Level	N Common Items	N Items Removed	Common Item Correlation	WRMSD*
ELA	I	5	0	0.97	0.17
	II	5	0	0.98	0.06
	III	5	0	0.99	0.05
	IV	5	0	0.91	0.09
	V	5	0	0.98	0.07
Mathematics	I	5	0	0.93	0.12
	II	5	0	0.98	0.09
	III	5	0	0.94	0.15
	IV	5	0	0.98	0.11
	V	5	0	0.92	0.15

*Weighted root mean square difference

Table 2.30 Score Conversions: ELA Level I

Raw Score	Scale Score	CSEM*	Performance Level
40	60	0.0	Advanced
39	60	6.1	
38	60	8.5	
37	60	8.1	
36	58	6.4	
35	56	5.8	
34	54	5.4	
33	52	5.0	
32	51	4.7	
31	50	4.6	
30	48	4.4	
29	47	4.3	
28	46	4.2	
27	45	4.2	Proficient
26	44	4.1	
25	43	4.1	
24	42	4.0	
23	41	4.0	
22	40	4.0	
21	39	4.0	
20	38	4.0	
19	37	4.0	
18	36	4.0	
17	35	4.1	
16	34	4.1	Basic
15	33	4.2	
14	32	4.3	
13	31	4.4	
12	30	4.5	
11	28	4.7	Below Basic
10	27	4.2	
9	26	2.8	
8	25	2.1	Far Below Basic
7	24	2.3	
6	23	2.5	
5	22	2.8	
4	21	3.2	
3	19	4.0	
2	16	4.1	
1	15	3.0	
0	15	0.0	

*Conditional standard error of measurement

Table 2.31 Score Conversions: Mathematics Level I

Raw Score	Scale Score	CSEM	Performance Level
40	60	0.0	Advanced
39	56	9.2	
38	50	8.1	
37	47	5.8	
36	45	4.8	
35	44	4.3	
34	42	3.9	Proficient
33	41	3.6	
32	40	3.4	
31	39	3.3	
30	39	3.2	
29	38	3.1	
28	37	3.0	
27	36	3.0	
26	36	2.9	
25	35	2.9	
24	34	2.9	Basic
23	34	2.9	
22	33	3.0	
21	32	3.0	
20	32	3.1	
19	31	3.1	
18	30	3.2	
17	29	3.3	Below Basic
16	28	3.4	
15	27	3.6	
14	26	3.8	
13	25	3.9	
12	24	3.2	
11	23	1.9	
10	23	1.2	
9	22	1.3	
8	22	1.3	
7	21	1.4	
6	20	1.5	Far Below Basic
5	20	1.6	
4	19	1.8	
3	18	2.2	
2	16	2.4	
1	15	2.0	
0	15	0.0	

Table 2.32 Score Conversions: ELA Level II

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	46	11.5	
30	43	3.9	
29	41	3.0	
28	40	2.6	Proficient
27	39	2.4	
26	38	2.2	
25	37	2.1	
24	36	2.0	
23	35	1.9	
22	35	1.8	
21	34	1.8	Basic
20	33	1.8	
19	33	1.8	
18	32	1.8	
17	32	1.8	
16	31	1.8	
15	30	1.8	
14	30	1.9	
13	29	2.0	Below Basic
12	28	2.0	
11	27	2.1	
10	26	2.2	
9	25	2.4	
8	24	2.5	
7	23	2.7	Far Below Basic
6	22	2.9	
5	20	3.1	
4	18	3.4	
3	15	3.9	
2	15	4.2	
1	15	3.4	
0	15	0.0	

Table 2.33 Score Conversions: Mathematics Level II

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	53	8.3	
30	47	5.7	
29	44	3.9	
28	42	3.2	
27	41	2.8	
26	40	2.5	Proficient
25	39	2.3	
24	38	2.2	
23	37	2.1	
22	37	2.0	
21	36	2.0	
20	36	2.0	
19	35	1.9	
18	34	1.9	Basic
17	34	1.9	
16	33	2.0	
15	33	2.0	
14	32	2.0	
13	31	2.1	
12	31	2.2	
11	30	2.3	
10	29	2.5	Below Basic
9	28	2.7	
8	27	3.0	
7	25	3.3	Far Below Basic
6	23	3.6	
5	21	3.9	
4	18	4.2	
3	15	4.6	
2	15	5.5	
1	15	4.9	
0	15	0.0	

Table 2.34 Score Conversions: ELA Level III

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	53	9.3	
30	47	6.8	
29	44	4.6	
28	42	3.7	
27	41	3.3	
26	40	3.0	Proficient
25	39	2.8	
24	38	2.7	
23	37	2.6	
22	36	2.6	
21	35	2.6	
20	34	2.6	Basic
19	33	2.6	
18	33	2.7	
17	32	2.7	
16	31	2.8	
15	30	2.9	
14	29	3.0	Below Basic
13	27	3.1	
12	26	3.3	
11	25	3.6	
10	23	2.4	
9	22	1.1	Far Below Basic
8	22	1.2	
7	21	1.3	
6	20	1.4	
5	19	1.4	
4	19	1.6	
3	17	1.8	
2	16	2.3	
1	15	2.7	
0	15	0.0	

Table 2.35 Score Conversions: Mathematics Level III

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	55	8.0	
30	49	6.8	
29	46	4.9	
28	44	4.0	
27	42	3.5	Proficient
26	41	3.2	
25	39	3.0	
24	38	2.8	
23	37	2.7	
22	37	2.7	
21	36	2.6	
20	35	2.6	
19	34	2.6	Basic
18	33	2.6	
17	32	2.6	
16	31	2.7	
15	31	2.8	
14	30	2.9	
13	29	3.0	Below Basic
12	27	3.2	
11	26	2.3	
10	25	1.4	
9	25	1.5	
8	24	1.7	Far Below Basic
7	23	1.8	
6	22	1.9	
5	21	2.0	
4	19	2.1	
3	18	2.4	
2	16	2.8	
1	15	2.8	
0	15	0.0	

Table 2.36 Score Conversions: ELA Level IV

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	53	8.9	
30	48	6.0	
29	45	4.5	
28	43	3.8	
27	41	3.3	
26	40	3.1	Proficient
25	39	2.9	
24	38	2.8	
23	37	2.7	
22	36	2.6	
21	35	2.6	
20	34	2.5	Basic
19	33	2.5	
18	32	2.5	
17	31	2.6	
16	30	2.6	
15	29	2.7	Below Basic
14	28	2.8	
13	27	2.9	
12	26	3.1	
11	25	3.3	
10	23	3.4	Far Below Basic
9	22	2.5	
8	21	1.3	
7	20	1.1	
6	19	1.1	
5	19	1.2	
4	18	1.3	
3	17	1.4	
2	16	2.0	
1	15	2.7	
0	15	0.0	

Table 2.37 Score Conversions: Mathematics Level IV

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	49	12.1	
30	44	6.0	
29	42	4.3	
28	40	3.7	Proficient
27	39	3.3	
26	37	3.1	
25	36	2.9	
24	35	2.8	
23	34	2.8	Basic
22	34	2.7	
21	33	2.7	
20	32	2.7	
19	31	2.7	
18	30	2.7	
17	29	2.7	Below Basic
16	28	2.7	
15	28	2.8	
14	27	2.9	
13	26	3.0	
12	24	3.2	Far Below Basic
11	23	3.6	
10	22	3.6	
9	20	2.0	
8	19	0.8	
7	19	0.9	
6	18	0.9	
5	18	1.0	
4	17	1.0	
3	16	1.1	
2	15	1.9	
1	15	2.5	
0	15	0.0	

Table 2.38 Score Conversions: ELA Level V

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	57	7.5	
30	50	6.6	
29	47	4.5	
28	45	4.1	
27	43	3.5	
26	41	3.4	Proficient
25	40	3.1	
24	39	3.0	
23	38	2.9	
22	37	2.7	
21	36	2.7	
20	35	2.7	Basic
19	34	2.7	
18	33	2.7	
17	32	2.7	
16	31	2.8	
15	30	2.8	Below Basic
14	28	2.9	
13	27	3.1	
12	26	3.2	Far Below Basic
11	24	2.4	
10	24	1.4	
9	23	1.2	
8	22	1.3	
7	22	1.4	
6	21	1.4	
5	20	1.5	
4	19	1.6	
3	18	1.8	
2	16	2.3	
1	15	2.8	
0	15	0.0	

Table 2.39 Score Conversions: Mathematics Level V

Raw Score	Scale Score	CSEM	Performance Level
32	60	0.0	Advanced
31	56	8.4	
30	49	7.7	
29	46	4.3	
28	44	3.9	
27	43	3.3	
26	41	3.0	
25	40	2.9	Proficient
24	39	2.7	
23	38	2.7	
22	37	2.6	
21	37	2.6	
20	36	2.6	
19	35	2.6	
18	34	2.7	Basic
17	33	2.7	
16	32	2.8	
15	31	2.9	
14	30	3.0	
13	28	3.2	Below Basic
12	27	3.4	
11	25	2.5	Far Below Basic
10	24	1.5	
9	24	1.5	
8	23	1.6	
7	21	1.6	
6	20	1.7	
5	19	1.7	
4	18	1.7	
3	17	1.8	
2	15	2.5	
1	15	2.5	
0	15	0.0	

Table 2.40 Scale Score Frequency Distributions: Level I ELA and Mathematics

Scale Score	ELA				Mathematics			
	Frequency	Percent	Cumulative Frequency	Percent Below	Frequency	Percent	Cumulative Frequency	Percent Below
60	1415	16.2	1415	83.8	298	3.4	298	96.6
57–59	262	3.0	1677	80.8				
54–56	592	6.8	2269	74.0	147	1.7	445	94.9
51–53	506	5.8	2775	68.2				
48–50	598	6.9	3373	61.4	152	1.8	597	93.1
45–47	872	10.0	4245	51.4	467	5.4	1064	87.8
42–44	809	9.3	5054	42.1	476	5.5	1540	82.3
39–41	660	7.6	5714	34.6	981	11.3	2521	71.1
36–38	572	6.6	6286	28.0	997	11.5	3518	59.6
33–35	518	5.9	6804	22.1	1010	11.6	4528	48.0
30–32	451	5.2	7255	16.9	870	10.0	5398	38.0
27–29	247	2.8	7502	14.1	595	6.8	5993	31.2
24–26	359	4.1	7861	10.0	472	5.4	6465	25.8
21–23	298	3.4	8159	6.6	866	10.0	7331	15.8
18–20	97	1.1	8256	5.5	531	6.1	7862	9.7
15–17	477	5.5	8733	0.0	845	9.7	8707	0.0

Note: Gaps indicate scale scores that were not in the 2005 raw-to-scale conversions.

Table 2.41 Scale Score Frequency Distributions: Level II ELA and Mathematics

Scale Score	ELA			Mathematics		
	Frequency	Percent	Cumulative Frequency	Percent Below	Frequency	Percent
60	503	8.4	503	91.6	364	6.1
57–59	0	0.0	503	91.6		
54–56	0	0.0	503	91.6		
51–53	0	0.0	503	91.6		
48–50	0	0.0	503	91.6		
45–47	509	8.5	1012	83.0	456	7.7
42–44	476	8.0	1488	75.0	732	12.3
39–41	1152	19.3	2640	55.7	907	15.2
36–38	841	14.1	3481	41.6	1131	19.0
33–35	1067	17.9	4548	23.7	891	15.0
30–32	702	11.8	5250	11.9	532	8.9
27–29	292	4.9	5542	7.0	238	4.0
24–26	205	3.4	5747	3.6	45	0.8
21–23	76	1.3	5823	2.3	51	0.9
18–20	49	0.8	5872	1.5	21	0.4
15–17	88	1.5	5960	0.0	72	1.2

Note: Gaps indicate scale scores that were not in the 2005 raw-to-scale conversions.

Table 2.42 Scale Score Frequency Distributions: Level III ELA and Mathematics

Scale Score	ELA				Mathematics			
	Frequency	Percent	Cumulative Frequency	Percent Below	Frequency	Percent	Cumulative Frequency	Percent Below
60	403	6.4	403	93.6	607	9.7	607	90.3
57–59								
54–56	401	6.4	804	87.2	499	8.0	1106	82.3
51–53								
48–50					504	8.1	1610	74.2
45–47	360	5.8	1164	81.4	467	7.5	2077	66.8
42–44	673	10.8	1837	70.7	703	11.3	2780	55.5
39–41	825	13.2	2662	57.5	518	8.3	3298	47.2
36–38	685	10.9	3347	46.5	842	13.5	4140	33.8
33–35	933	14.9	4280	31.6	522	8.4	4662	25.4
30–32	678	10.8	4958	20.8	696	11.1	5358	14.3
27–29	348	5.6	5306	15.2	287	4.6	5645	9.7
24–26	311	5.0	5617	10.3	375	6.0	6020	3.7
21–23	372	5.9	5989	4.3	99	1.6	6119	2.1
18–20	128	2.1	6117	2.3	51	0.8	6170	1.3
15–17	142	2.3	6259	0.0	79	1.3	6249	0.0

Note: Gaps indicate scale scores that were not in the 2005 raw-to-scale conversions.

Table 2.43 Scale Score Frequency Distributions: Level IV ELA and Mathematics

Scale Score	ELA			Mathematics		
	Frequency	Percent	Cumulative Frequency	Percent Below	Frequency	Percent
					Cumulative Frequency	Percent Below
60	378	3.76	378	96.24	819	8.14
57–59					819	819
54–56						91.86
51–53	482	4.79	860	91.45		
48–50	551	5.47	1411	85.98	532	5.29
45–47	601	5.97	2012	80.01		
42–44	584	5.80	2596	74.21	1054	10.48
39–41	1613	16.03	4209	58.18	992	9.86
36–38	1283	12.75	5492	45.43	908	9.03
33–35	981	9.75	6473	35.68	1643	16.34
30–32	934	9.28	7407	26.40	989	9.83
27–29	878	8.72	8285	17.68	1139	11.33
24–26	551	5.47	8836	12.20	503	5.00
21–23	709	7.04	9545	5.16	483	4.80
18–20	320	3.18	9865	1.98	757	7.53
15–17	199	1.98	10664	0.00	237	2.36
						10056
						0.00

Note: Gaps indicate scale scores that were not in the 2005 raw-to-scale conversions.

Table 2.44 Scale Score Frequency Distributions: Level V ELA and Mathematics

Scale Score	ELA			Mathematics		
	Frequency	Percent	Cumulative Frequency	Percent Below	Frequency	Percent
60	378	3.8	378	96.2	819	8.1
57–59					819	91.9
54–56					1351	86.6
51–53	482	4.8	860	91.5		
48–50	551	5.5	1411	86.0	532	
45–47	601	6.0	2012	80.0		
42–44	584	5.8	2596	74.2	1054	10.5
39–41	1613	16.0	4209	58.2	992	9.9
36–38	1283	12.8	5492	45.4	908	9.0
33–35	981	9.8	6473	35.7	1643	16.3
30–32	934	9.3	7407	26.4	989	9.8
27–29	878	8.7	8285	17.7	1139	11.3
24–26	551	5.5	8836	12.2	503	5.0
21–23	709	7.0	9545	5.2	483	4.8
18–20	320	3.2	9865	2.0	757	7.5
15–17	199	2.0	1064	0.0	237	2.4
					10056	100.0

Note: Gaps indicate scale scores that were not in the 2005 raw-to-scale conversions.

Table 2.45 Raw Score Frequency Distributions: Level I Science

Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below	Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below
40	200	6.3	200	93.7	17	62	1.9	2115	33.8
39	77	2.4	277	91.3	16	72	2.3	2187	31.5
38	74	2.3	351	89.0	15	55	1.7	2242	29.8
37	124	3.9	475	85.1	14	52	1.6	2294	28.2
36	73	2.3	548	82.8	13	45	1.4	2339	26.8
35	78	2.4	626	80.4	12	67	2.1	2406	24.7
34	117	3.7	743	76.7	11	51	1.6	2457	23.1
33	104	3.3	847	73.5	10	66	2.1	2523	21.0
32	75	2.4	922	71.1	9	74	2.3	2597	18.7
31	125	3.9	1047	67.2	8	72	2.3	2669	16.4
30	82	2.6	1129	64.6	7	49	1.5	2718	14.9
29	67	2.1	1196	62.5	6	46	1.4	2764	13.4
28	100	3.1	1296	59.4	5	45	1.4	2809	12.0
27	87	2.7	1383	56.7	4	40	1.3	2849	10.8
26	85	2.7	1468	54.0	3	46	1.4	2895	9.3
25	86	2.7	1554	51.3	2	62	1.9	2957	7.4
24	77	2.4	1631	48.9	1	56	1.8	3013	5.6
23	74	2.3	1705	46.6	0	180	5.6	3193	0.0
22	76	2.4	1781	44.2					
21	69	2.2	1850	42.1					
20	76	2.4	1926	39.7					
19	76	2.4	2002	37.3					
18	51	1.6	2053	35.7					

* Level I Science raw scores are based on 8 items common across field-test forms.

Table 2.46 Raw Score Frequency Distributions: Level III Science

Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below	Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below
32	154	4.4	154	95.6	12	39	1.1	3335	5.3
31	145	4.1	299	91.5	11	29	0.8	3364	4.5
30	241	6.8	540	84.7	10	27	0.8	3391	3.8
29	187	5.3	727	79.4	9	20	0.6	3411	3.2
28	245	7.0	972	72.4	8	34	1.0	3445	2.2
27	226	6.4	1198	66.0	7	13	0.4	3458	1.9
26	214	6.1	1412	59.9	6	7	0.2	3465	1.7
25	201	5.7	1613	54.2	5	6	0.2	3471	1.5
24	226	6.4	1839	47.8	4	6	0.2	3477	1.3
23	189	5.4	2028	42.4	3	8	0.2	3485	1.1
22	180	5.1	2208	37.3	2	5	0.1	3490	0.9
21	167	4.7	2375	32.6	1	5	0.1	3495	0.8
20	167	4.7	2542	27.9	0	28	0.8	3523	0.0
19	166	4.7	2708	23.1					
18	134	3.8	2842	19.3					
17	131	3.7	2973	15.6					
16	113	3.2	3086	12.4					
15	98	2.8	3184	9.6					
14	52	1.5	3236	8.2					
13	60	1.7	3296	6.4					

* Level III Science raw scores are based on 8 items common across field-test forms.

Table 2.47 Raw Score Frequency Distributions: Level V Science

Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below	Raw Score	Frequency	Percent	Cumulative Frequency	Percent Below
32	474	12.0	474	88.1	11	28	0.7	3737	5.8
31	414	10.4	888	77.6	10	29	0.7	3766	5.1
30	370	9.3	1258	68.3	9	23	0.6	3789	4.5
29	286	7.2	1544	61.1	8	62	1.6	3851	2.9
28	278	7.0	1822	54.1	7	14	0.4	3865	2.6
27	211	5.3	2033	48.8	6	14	0.4	3879	2.2
26	173	4.4	2206	44.4	5	16	0.4	3895	1.8
25	191	4.8	2397	39.6	4	6	0.2	3901	1.7
24	168	4.2	2565	35.3	3	7	0.2	3908	1.5
23	138	3.5	2703	31.9	2	11	0.3	3919	1.2
22	148	3.7	2851	28.1	1	6	0.2	3925	1.1
21	128	3.2	2979	24.9	0	42	1.1	3967	0.0
20	121	3.1	3100	21.9					
19	128	3.2	3228	18.6					
18	111	2.8	3339	15.8					
17	66	1.7	3405	14.2					
16	95	2.4	3500	11.8					
15	75	1.9	3575	9.9					
14	46	1.2	3621	8.7					
13	46	1.2	3667	7.6					
12	42	1.1	3709	6.5					

* Level V Science raw scores are based on 8 items common across field-test forms.

Chapter III. Statewide Assessment Results

In 2005, a total of 39,823 students in grades 2–11 participated in CAPA. This chapter provides detailed information on statewide test results. The first section includes information on the number of participants and their disabilities; the second section includes test results in the aggregate and disaggregated by demographic and disability subgroups.

Participation

The number of students with one or more test sections is presented in Table 3.1 by test level. Level IV had the largest sample size with 10,071 examinees, followed by Levels V and I with 8,817 and 8,738 assessed students, respectively.

Table 3.1 Distribution of Students across Test Levels

Test Level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	8738	21.93	8738	21.93
II	5963	14.96	14701	36.89
III	6262	15.71	20963	52.60
IV	10071	25.27	31034	77.88
V	8817	22.12	39851	100.00

Table 3.2 provides the CAPA population disability frequencies for students completing a CAPA test in ELA or mathematics. Across all levels, the largest disability group (46.3%) is Mental Retardation, followed by Autism (16.9%) and Orthopedic Impairment (9.5%). The unknown category comprises those examinees for which no disability type was gridded. This category included 1.7% of the examinees. Tables 3.3 – 3.7 provide parallel information by test level.

Table 3.2 Disability Distributions across All Levels

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	18441	46.3	18409	46.3
Hard of Hearing	301	0.8	299	0.8
Deafness	631	1.6	630	1.6
Speech or Language Impairment	1235	3.1	1234	3.1
Visual Impairment	527	1.3	526	1.3
Emotional Disturbance	351	0.9	347	0.9
Orthopedic Impairment	3794	9.5	3784	9.5
Other Health Impairment	1254	3.2	1251	3.2
Established Medical Disability	4	0.0	4	0.0
Specific Learning Disability	3082	7.7	3082	7.8
Deaf-Blindness	48	0.1	48	0.1
Multiple Disabilities	2512	6.3	2499	6.3
Autism	6710	16.9	6700	16.9
Traumatic Brain Injury	248	0.6	249	0.6
Unknown	685	1.7	687	1.7
TOTAL	39823	100	39749	100

Table 3.3 Level I Disability Distributions

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	3163	36.2	3157	36.3
Hard of Hearing	59	0.7	59	0.7
Deafness	88	1.0	88	1.0
Speech or Language Impairment	54	0.6	54	0.6
Visual Impairment	243	2.8	244	2.8
Emotional Disturbance	8	0.1	8	0.1
Orthopedic Impairment	2015	23.1	2008	23.1
Other Health Impairment	170	2.0	169	1.9
Established Medical Disability	0	0.0	0	0.0
Specific Learning Disability	68	0.8	68	0.8
Deaf-Blindness	31	0.4	31	0.4
Multiple Disabilities	1202	13.8	1192	13.7
Autism	1470	16.8	1466	16.8
Traumatic Brain Injury	57	0.7	57	0.7
Unknown	105	1.2	106	1.2
TOTAL	8733	100.0	8707	100.0

Table 3.4 Level II Disability Distributions

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	2388	40.1	2386	40.1
Hard of Hearing	32	0.5	32	0.5
Deafness	67	1.1	67	1.1
Speech or Language Impairment	494	8.3	493	8.3
Visual Impairment	52	0.9	52	0.9
Emotional Disturbance	36	0.6	36	0.6
Orthopedic Impairment	358	6.0	358	6.0
Other Health Impairment	256	4.3	255	4.3
Established Medical Disability	0	0.0	0	0.0
Specific Learning Disability	502	8.4	503	8.5
Deaf-Blindness	1	0.0	1	0.0
Multiple Disabilities	228	3.8	228	3.8
Autism	1403	23.5	1402	23.6
Traumatic Brain Injury	20	0.3	20	0.3
Unknown	121	2.0	119	2.0
TOTAL	5960	100.0	5954	100.0

Table 3.5 Level III Disability Distributions

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	2824	45.1	2822	45.2
Hard of Hearing	46	0.7	46	0.7
Deafness	101	1.6	101	1.6
Speech or Language Impairment	275	4.4	275	4.4
Visual Impairment	55	0.9	53	0.9
Emotional Disturbance	50	0.8	49	0.8
Orthopedic Impairment	379	6.1	378	6.1
Other Health Impairment	238	3.8	238	3.8
Established Medical Disability	1	0.0	1	0.0
Specific Learning Disability	616	9.8	615	9.8
Deaf-Blindness	6	0.1	6	0.1
Multiple Disabilities	271	4.3	270	4.3
Autism	1271	20.3	1268	20.3
Traumatic Brain Injury	33	0.5	33	0.5
Unknown	93	1.5	94	1.5
TOTAL	6259	100.0	6249	100.0

Table 3.6 Level IV Disability Distributions

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	4992	49.6	4988	49.6
Hard of Hearing	79	0.8	77	0.8
Deafness	235	2.3	234	2.3
Speech or Language Impairment	249	2.5	249	2.5
Visual Impairment	98	1.0	98	1.0
Emotional Disturbance	118	1.2	118	1.2
Orthopedic Impairment	588	5.8	589	5.9
Other Health Impairment	340	3.4	340	3.4
Established Medical Disability	0	0.0	0	0.0
Specific Learning Disability	1100	10.9	1100	10.9
Deaf-Blindness	4	0.0	4	0.0
Multiple Disabilities	402	4.0	402	4.0
Autism	1613	16.0	1611	16.0
Traumatic Brain Injury	63	0.6	63	0.6
Unknown	183	1.8	183	1.8
TOTAL	10064	100.0	10056	100.0

Table 3.7 Level V Disability Distributions

Disability	ELA		Mathematics	
	Frequency	Percent	Frequency	Percent
Mental Retardation	5074	57.6	5056	57.6
Hard of Hearing	85	1.0	85	1.0
Deafness	140	1.6	140	1.6
Speech or Language Impairment	163	1.9	163	1.9
Visual Impairment	79	0.9	79	0.9
Emotional Disturbance	139	1.6	136	1.6
Orthopedic Impairment	454	5.2	451	5.1
Other Health Impairment	250	2.8	249	2.8
Established Medical Disability	1	0.0	1	0.0
Specific Learning Disability	796	9.0	796	9.1
Deaf-Blindness	6	0.1	6	0.1
Multiple Disabilities	409	4.6	407	4.6
Autism	953	10.8	953	10.9
Traumatic Brain Injury	75	0.9	76	0.9
Unknown	183	2.1	185	2.1
TOTAL	8807	100.0	8783	100.0

Test Results

In this section, test results are provided by level and disaggregated by demographic subgroups. Consistent with CDE policy, information on subgroups with 11 or fewer members is not reported.

Tables 3.8 – 3.9 summarize the performance score distributions in ELA and Mathematics for all CAPA examinees, and disaggregated by grade, demographic subgroup, and primary disability. Provided are the number of students tested and the percent of students scoring in each performance level (Far Below Basic, Below Basic, Basic, Proficient, and Advanced). In the aggregate, there were approximately 4,000 students per grade in grades 2 through 10, and 3,245 in grade 11. In general, students performed better in ELA than in Mathematics. Approximately 64% of all students were classified as Proficient or Advanced in ELA, and 54% in Mathematics.

Tables 3.10 – 3.19 provide parallel information by CAPA test level. As expected, the performance distribution is substantially more varied by primary disability than grade or demographic subgroup. Students with specific learning disabilities consistently outperformed students with other primary disabilities. For example, in Level II ELA, 95% of students with specific learning disabilities scored at least Proficient, with 27% Proficient and 68% Advanced. In contrast, 61% of autistic students scored Proficient or Advanced, with 33% Proficient and 28% Advanced.

Tables 3.20 – 3.29 summarize the scale score distributions by test level for ELA and Mathematics for the population, and disaggregated by grade, demographic subgroup, and primary disability. Statistics include the number of valid scores, the scale score mean and standard deviation, the mean scale score at selected percentile points, as well as alpha reliability and SEM. Subgroup reliabilities ranged from 0.70 (Level IV Mathematics for Primary Disability Specific Learning Impairment and Emotional Disturbance) to 0.96 (Level I Mathematics Language Proficiency Unknown and Level III ELA Gender Unknown) with most closer to 0.90.

Table 3.8 Performance Score Distributions for All Examinees*: English-Language Arts-2005

ELA All Levels		Subgroup	N	Percent		
All	All			Far Below Basic	Below Basic	Basic
Grade	2		39823	11	9	16
3		4111	6	8	18	33
4		3886	5	6	18	33
5		3933	10	11	20	26
6		4111	9	10	19	23
7		4313	13	15	15	27
8		4202	12	12	14	27
9		4074	11	10	14	26
10		4078	15	7	14	30
11		3870	14	7	13	27
		3245	13	7	13	27
						40
Gender	Male	24982	11	9	16	28
	Female	14746	11	9	16	28
	Unknown	95	15	7	14	28
Race	American Indian or Alaska Native	323	8	11	15	26
Ethnicity	Asian	2673	15	11	16	29
	Pacific Islander	193	7	11	20	32
	Filipino	1042	14	12	15	26
	Hispanic or Latino	18841	11	10	16	28
	African American	4521	10	8	15	29
	White(not Hispanic origin)	11721	10	9	15	28
	Unknown	509	12	8	14	27
						39

ELA All Levels	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
Language Fluency	English Only	25096	11	9	16	28	36
	Initially-Fluent English Proficient	1136	16	10	18	25	30
	English Learner	12427	11	9	16	28	36
	Reclassified-Fluent English Proficient	617	12	11	16	29	31
	Unknown	547	12	8	13	27	40
Economic Disadvantage	Yes	23616	10	9	16	29	36
	No	15228	12	9	16	27	35
	Unknown	979	9	7	13	28	42
Primary Disability	Mental Retardation	18441	11	11	19	28	32
	Hard of Hearing	301	15	12	14	29	29
	Deafness	631	8	10	19	32	31
	Speech/Language Impairment	1235	2	3	9	30	56
	Visual Impairment	527	14	8	15	35	27
	Emotional Disturbance	351	2	3	8	24	64
	Orthopedic Impairment	3794	15	8	16	31	30
	Other Health Impairment	1254	6	6	13	29	46
	Specific Learning Impairment	3082	1	1	5	24	69
	Deaf Blindness	48	27	6	10	31	25
	Multiple Group	2512	18	10	16	29	27
	Autism	6710	15	10	15	27	33
	Traumatic Brain Injury	248	13	6	14	31	35
	Unknown	685	10	7	14	29	41

*Results for groups with less than 11 members are not reported

Table 3.9 Performance Score Distributions for All Examinees*: Mathematics-2005

Mathematics All Levels Group	Subgroup	N	Percent		
			Far Below Basic	Below Basic	Basic
All	All	39749	14	12	20
Grade					
2	4103	6	9	22	33
3	3880	6	7	20	31
4	3926	8	13	18	30
5	4105	7	11	17	29
6	4304	19	16	22	24
7	4198	17	16	21	24
8	4076	16	13	20	26
9	4064	21	11	20	25
10	3859	21	11	18	26
11	3234	18	12	19	25
Gender					
Male	24938	13	12	19	27
Female	14716	15	13	20	28
Unknown	95	17	15	18	22
Race	American Indian or Alaska Native	320	11	12	18
Ethnicity	Asian	2667	17	13	22
	Pacific Islander	193	13	12	19
	Filipino	1039	16	14	22
	Hispanic or Latino	18805	14	12	19
	African American	4512	14	11	21
	White(not Hispanic origin)	11707	13	12	19

Mathematics All Levels Group	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
Language Fluency	Unknown	506	13	11	18	26	31
	English Only	25045	14	12	20	27	26
	Initially-Fluent English Proficient	1128	20	14	20	24	23
	English Learner	12411	13	11	19	28	29
	Reclassified-Fluent English Proficient	619	17	13	21	28	22
	Unknown	546	14	10	17	27	33
Economic Disadvantage	Yes	23573	13	12	19	27	29
	No	15198	16	13	20	27	24
	Unknown	978	11	10	16	30	33
Primary Disability	Mental Retardation	18409	15	13	22	28	23
	Hard of Hearing	299	21	8	19	27	24
	Deafness	630	9	8	17	35	31
	Speech/Language Impairment	1234	2	3	11	28	56
	Visual Impairment	526	19	17	24	26	14
	Emotional Disturbance	347	2	1	10	22	64
	Orthopedic Impairment	3784	20	21	20	23	16
	Other Health Impairment	1251	7	8	16	29	39
	Specific Learning Impairment	3082	1	2	7	24	66
	Deaf Blindness	48	33	17	21	19	10
	Multiple group	2499	23	19	20	23	14
	Autism	6700	14	12	21	30	23
	Traumatic Brain Injury	249	16	12	14	27	31
	Unknown	687	12	9	17	28	34

Table 3.10 Performance Score Distributions*: Level I English Language Arts

ELA Level 1	Subgroup	N	Percent		
			Far Below Basic	Below Basic	Basic
All	All	8733	13	4	9
Grade					
2		1166	10	3	7
3		871	11	3	8
4		906	13	5	10
5		879	13	4	9
6		875	13	5	9
7		850	14	4	11
8		800	12	4	10
9		892	12	4	9
10		796	16	4	8
11		698	15	5	10
Gender					
Male		5291	12	4	9
Female		3421	13	4	9
Unknown		21	10	10	14
Race	American Indian or Alaska Native				
Ethnicity	Asian	52	13	6	13
	Pacific Islander	681	13	4	9
	Filipino	37	5	5	22
	Hispanic or Latino	237	13	5	8
	African American	4197	14	4	9
	White(not Hispanic origin)	1006	12	4	7
	Unknown	2435	11	4	9
		88	13	3	17
					19
					48

ELA Level 1	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Language Fluency	English Only	5589	12	4	9	30
	Initially-Fluent English Proficient	256	16	4	13	27
	English Learner	2684	13	4	8	26
	Reclassified-Fluent English Proficient	117	11	4	11	26
	Unknown	87	24	5	11	17
Economic Disadvantage	Yes	5021	11	4	9	28
	No	3592	15	5	10	29
	Unknown	120	16	4	8	27
Primary Disability	Mental Retardation	3163	9	4	7	24
	Hard of Hearing	59	27	5	5	27
	Deafness	88	13	2	9	34
	Speech/Language Impairment	54	0	0	4	30
	Visual Impairment	243	18	5	9	38
	Orthopedic Impairment	2015	17	6	13	33
	Other Health Impairment	170	18	2	7	26
	Specific Learning Impairment	68	3	0	7	22
	Deaf Blindness	31	35	3	10	39
	Multiple group	1202	21	6	12	31
	Autism	1470	5	2	5	31
	Traumatic Brain Injury	57	37	5	4	30
	Unknown	105	16	2	12	28
					42	

*Results for groups with less than 11 members are not reported

Table 3.11 Performance Score Distributions*: Level I Mathematics

Mathematics Level 1	Subgroup	N	Percent		
			Far Below Basic	Below Basic	Basic
All	All	8707	16	22	19
Grade	2	1162	12	21	21
	3	867	16	20	22
	4	906	15	25	19
	5	876	17	21	19
	6	873	16	21	19
	7	850	17	24	18
	8	799	15	20	19
	9	887	16	22	17
	10	792	18	24	15
	11	695	18	24	18
Gender	Male	5276	15	21	19
	Female	3411	17	24	18
	Unknown	20	25	30	10
Race	American Indian or Alaska Native	51	14	25	24
Ethnicity	Asian	679	14	22	18
	Pacific Islander	37	8	32	24
	Filipino	236	16	24	24
	Hispanic or Latino	4183	17	23	17
	African American	1003	15	19	21
	White(not Hispanic origin)	2428	15	23	20
	Unknown	90	16	19	20

Mathematics Level 1	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
Language Fluency	English Only	5567	16	22	19	29	13
	Initially-Fluent English Proficient	254	20	28	17	26	10
	English Learner	2680	16	21	17	28	17
	Reclassified-Fluent English Proficient	117	10	28	15	33	13
	Unknown	89	30	18	13	22	16
Economic Disadvantage	Yes	5004	13	22	19	30	16
	No	3581	19	23	19	27	12
	Unknown	122	23	19	11	26	20
Primary Disability	Mental Retardation	3157	11	19	17	33	20
	Hard of Hearing	59	29	20	22	22	7
	Deafness	88	13	27	20	35	5
	Speech/Language Impairment	54	4	9	19	35	33
	Visual Impairment	244	22	28	17	25	8
	Orthopedic Impairment	2008	23	30	19	20	8
	Other Health Impairment	169	20	20	12	32	17
	Specific Learning Impairment	68	3	18	12	35	32
	Deaf Blindness	31	45	26	19	10	0
	Multiple group	1192	25	27	19	21	8
	Autism	1466	5	15	23	40	17
	Traumatic Brain Injury	57	44	21	11	18	7
	Unknown	106	21	19	15	28	17

*Results for groups with less than 11 members are not reported

Table 3.12 Performance Score Distributions*: Level II English Language Arts

ELA Level II	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	5960	4	8	22	34	32
Grade	2	2945	4	10	23	34	28
	3	3015	3	7	21	34	35
Gender	Male	3988	4	8	21	34	32
	Female	1954	3	9	23	34	31
	Unknown	18	11	0	11	33	44
Race Ethnicity	American Indian or Alaska Native	48	2	4	19	40	35
	Asian	409	4	11	22	40	24
	Pacific Islander	19	0	11	26	37	26
	Filipino	174	8	11	22	26	32
	Hispanic or Latino	2994	4	8	24	34	31
	African American	564	3	6	20	34	37
	White(not Hispanic origin)	1682	3	8	20	34	34
	Unknown	70	6	10	9	31	44
Language Fluency	English Only	3632	4	9	21	35	32
	Initially-Fluent English Proficient	126	4	7	29	32	28
	English Learner	2066	3	8	23	34	33
	Reclassified-Fluent English Proficient	46	4	7	37	33	20
	Unknown	90	8	8	16	31	38
Economic Disadvantage	Yes	3649	3	8	22	35	32
	No	2142	4	9	22	34	31
	Unknown	169	5	2	20	33	41

ELA Level II	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Mental Retardation	2388	3	10	28	37	21
Hard of Hearing	32	0	3	22	38	38
Deafness	67	3	9	22	39	27
Speech/Language Impairment	494	1	2	9	34	54
Visual Impairment	52	6	15	31	23	25
Emotional Disturbance	36	0	0	14	28	58
Orthopedic Impairment	358	4	8	30	32	27
Other Health Impairment	256	1	6	13	34	46
Specific Learning Impairment	502	0	1	4	27	68
Multiple group	228	7	11	26	32	25
Autism	1403	7	11	21	33	28
Traumatic Brain Injury	20	0	15	40	20	25
Unknown	121	3	4	17	37	38

*Results for groups with less than 11 members are not reported

Table 3.13 Performance Score Distributions*: Level II Mathematics

Mathematics Level II	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	5954	3	4	21	32	40
Grade	2 3	2941 3013	4 3	5 3	22 19	34 31	36 44
Gender	Male Female Unknown	3986 1950 18	3 3 0	4 3 0	20 22 33	32 33 22	41 38 44
Race Ethnicity	American Indian or Alaska Native Asian Pacific Islander Filipino Hispanic or Latino African American White(not Hispanic origin) Unknown	48 407 19 174 2990 564 1684 68	0 2 0 6 3 4 3 4	0 6 0 5 4 2 4 6	15 27 37 26 21 18 20 10	33 35 42 32 33 29 31 32	52 30 21 32 39 46 42 47
Language Fluency	English Only Initially-Fluent English Proficient English Learner Reclassified-Fluent English Proficient Unknown	3629 126 2066 46 87	3 3 3 0 6	4 4 3 9 6	21 21 20 30 18	32 35 33 35 23	40 37 40 26 47
Economic Disadvantage	Yes No	3649 2140	3 4	4 4	20 23	31 33	42 36

Mathematics Level II	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Primary Disability	Unknown	165	2	3	16	38
Mental Retardation		2386	3	4	26	35
Hard of Hearing		32	0	0	9	47
Deafness		67	1	3	21	33
Speech/Language Impairment		493	1	1	9	26
Visual Impairment		52	8	6	27	33
Emotional Disturbance		36	0	0	14	14
Orthopedic Impairment		358	4	4	23	32
Other Health Impairment		255	1	2	15	29
Specific Learning Impairment		503	1	0	3	19
Multiple group		228	8	5	24	34
Autism		1402	5	6	21	36
Traumatic Brain Injury		20	0	0	45	20
Unknown		119	3	2	21	29
						45

*Results for groups with less than 11 members are not reported

Table 3.14 Performance Score Distributions*: Level III English Language Arts

ELA Level III	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Mental Retardation	2824	8	16	27	24	26
Hard of Hearing	46	9	15	22	30	24
Deafness	101	6	14	30	30	21
Speech/Language Impairment	275	1	4	13	22	60
Visual Impairment	55	9	13	31	29	18
Emotional Disturbance	50	2	6	6	12	74
Orthopedic Impairment	379	8	11	23	22	35
Other Health Impairment	238	0	8	18	25	48
Specific Learning Impairment	616	0	2	6	16	76
Multiple group	271	12	19	26	21	22
Autism	1271	17	12	22	25	24
Traumatic Brain Injury	33	3	0	24	36	36
Unknown	93	6	9	17	24	44

*Results for groups with less than 11 members are not reported

Table 3.15 Performance Score Distributions*: Level III Mathematics

Mathematics Level III	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	6249	5	9	17	29	40
Grade	4	3020	5	10	18	30	37
	5	3229	5	9	16	28	42
Gender	Male	4114	5	9	16	28	41
	Female	2122	4	10	18	31	36
	Unknown	13	23	15	8	8	46
Race Ethnicity	American Indian or Alaska Native	43	2	9	19	26	44
	Asian	420	9	11	20	30	30
	Pacific Islander	38	5	8	11	34	42
	Filipino	185	9	11	14	34	32
	Hispanic or Latino	3019	4	8	17	29	42
	African American	655	4	10	16	27	42
	White(not Hispanic origin)	1803	5	10	17	30	38
	Unknown	86	7	7	17	28	41
Language Fluency	English Only	3842	5	9	18	29	38
	Initially-Fluent English Proficient	157	6	15	19	30	30
	English Learner	2103	4	9	16	29	43
	Reclassified-Fluent English Proficient	72	4	0	22	40	33
	Unknown	75	7	8	9	25	51
Economic	Yes	3772	4	8	17	29	43

Mathematics Level III	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Disadvantage	No Unknown	2331 146	6 2	12 8	18 15	30 26
Primary Disability	Mental Retardation Hard of Hearing Deafness Speech/Language Impairment Visual Impairment Emotional Disturbance Orthopedic Impairment Other Health Impairment Specific Learning Impairment Multiple Group Autism Traumatic Brain Injury Unknown	2822 46 101 275 53 49 378 238 615 270 1268 33 94	4 7 4 1 6 0 6 1 0 10 9 3 3	11 9 5 1 6 6 11 4 1 13 13 6 9	21 13 11 8 36 8 20 11 5 20 17 6 12	32 26 45 24 34 2 25 31 15 32 30 30 29
						34 49

*Results for groups with less than 11 members are not reported

Table 3.16 Performance Score Distributions*: Level IV English Language Arts

ELA Level IV	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	10064	12	14	16	26	32
Grade	6	3438	13	17	17	26	27
	7	3352	12	14	15	26	32
	8	3274	11	11	15	26	37
Gender	Male	6314	13	14	15	26	32
	Female	3721	12	15	16	26	31
	Unknown	29	21	3	14	28	34
Race Ethnicity	American Indian or Alaska Native	97	7	20	19	16	38
	Asian	599	19	18	16	27	21
	Pacific Islander	51	10	20	16	33	22
	Filipino	227	15	17	18	21	29
	Hispanic or Latino	4773	12	14	16	27	32
	African American	1215	11	13	16	29	31
	White(not Hispanic origin)	2962	12	13	15	25	35
	Unknown	140	14	11	14	31	30
Language Fluency	English Only	6235	12	14	16	26	32
	Initially-Fluent English Proficient	273	18	17	16	22	27
	English Learner	3245	11	13	16	28	32
	Reclassified-Fluent English Proficient	159	15	23	14	25	23
	Unknown	152	10	13	16	25	37
Economic	Yes	6146	11	14	15	28	32

Disadvantage	ELA Level IV	Subgroup	N	Percent			
				Far Below Basic	Below Basic	Basic	Proficient
No Unknown			3658 260	14 10	15 12	16 14	25 23
Mental Retardation	4992			12	18	18	27
Hard of Hearing	79			14	14	19	27
Deafness	235			8	14	23	28
Speech/Language Impairment	249			2	4	10	54
Visual Impairment	98			12	14	14	29
Emotional Disturbance	118			1	3	10	31
Orthopedic Impairment	588			13	13	16	27
Other Health Impairment	340			5	9	13	29
Specific Learning Impairment	1100			0	1	5	44
Multiple group	402			20	16	15	67
Autism	1613			23	16	15	23
Traumatic Brain Injury	63			3	10	10	41
Unknown	183			10	10	14	42

*Results for groups with less than 11 members are not reported

Table 3.17 Performance Score Distributions*: Level IV Mathematics

Mathematics Level IV		Subgroup	N	Percent			
All	All			Far Below Basic	Below Basic	Basic	Proficient
Grade	6 7 8		10056 3431 3348 3277	17 20 17 16	14 15 14 12	22 23 22 21	23 20 24 28
Gender	Male Female Unknown		6308 3719 29	17 18 17	13 15 17	22 22 17	23 24 31
Race Ethnicity	American Indian or Alaska Native Asian Pacific Islander Filipino Hispanic or Latino African American White(not Hispanic origin) Unknown		97 599 51 227 4771 1212 2960 139	14 25 24 20 17 16 18 16	16 16 10 17 13 14 13 12	18 24 8 21 21 24 21 25	22 21 35 23 24 23 24 19
Language Fluency	English Only Initially-Fluent English Proficient English Learner Reclassified-Fluent English Proficient Unknown		6231 272 3243 159 151	18 23 16 25 17	14 16 13 9	22 21 21 23 24	23 18 25 20 29
Economic Disadvantage	Yes No		6143 3654	16 20	13 15	21 23	24 22 21

Mathematics Level IV	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
Primary Disability	Unknown	259	12	10	22	29	27
Mental Retardation	4988	20	17	24	22	17	
Hard of Hearing	77	18	9	22	26	25	
Deafness	234	9	7	20	32	32	
Speech/Language Impairment	249	4	6	16	33	41	
Visual Impairment	98	26	11	28	18	17	
Emotional Disturbance	118	1	1	10	26	62	
Orthopedic Impairment	589	23	14	22	24	18	
Other Health Impairment	340	7	12	22	26	32	
Specific Learning Impairment	1100	0	3	10	29	58	
Multiple group	402	28	15	23	20	14	
Autism	1611	23	15	23	21	17	
Traumatic Brain Injury	63	3	11	16	37	33	
Unknown	183	12	8	21	25	34	

*Results for groups with less than 11 members are not reported

Table 3.18 Performance Score Distributions*: Level V English Language Arts

ELA Level V	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	8807	14	8	14	29	35
Grade	9	3186	16	8	15	31	31
	10	3074	14	8	14	27	37
	11	2547	13	7	14	27	39
Gender	Male	5268	14	8	14	28	36
	Female	3524	15	7	15	29	35
	Unknown	15	0	20	13	40	27
Race Ethnicity	American Indian or Alaska Native	82	15	7	9	34	35
	Asian	564	21	9	17	24	28
	Pacific Islander	48	10	4	19	27	40
	Filipino	218	18	10	13	27	32
	Hispanic or Latino	3853	15	8	16	29	32
	African American	1080	13	7	13	32	35
	White(not Hispanic origin)	2837	12	7	12	27	41
	Unknown	125	15	6	8	42	
Language Fluency	English Only	5793	13	7	14	28	37
	Initially-Fluent English Proficient	324	22	8	16	26	29
	English Learner	2324	15	9	15	29	32
	Reclassified-Fluent English Proficient	223	16	6	12	34	33
	Unknown	143	11	5	10	34	39
Economic	Yes	5022	14	8	15	30	33

ELA Level V Disadvantage	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
No Unknown		3501 284	15 10	7 6	13 10	27 30	38 44
Primary Disability	Mental Retardation Hard of Hearing Deafness Speech/Language Impairment Visual Impairment Emotional Disturbance Orthopedic Impairment Other Health Impairment Specific Learning Impairment Multiple group Autism Traumatic Brain Injury Unknown	5074 85 140 163 79 139 454 250 796 409 953 75 183	15 18 9 6 15 1 20 6 1 20 26 11 13 7	8 18 9 4 1 3 7 4 1 10 9 5 7	16 9 10 6 13 5 15 12 5 16 14 13 11	30 29 34 29 49 26 31 32 5 28 21 29 31	31 26 39 55 22 65 27 46 67 26 30 41 39

*Results for groups with less than 11 members are not reported

Table 3.19 Performance Score Distributions*: Level V Mathematics

Mathematics Level V	Subgroup	N	Percent				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	All	8783	21	8	19	25	26
Grade	9	3177	23	8	21	25	23
	10	3067	22	7	18	25	27
	11	2539	19	9	19	25	28
Gender	Male	5254	21	8	19	24	29
	Female	3514	22	9	20	27	22
	Unknown	15	20	7	20	20	33
Race Ethnicity	American Indian or Alaska Native	81	16	7	19	22	36
	Asian	562	29	8	21	22	20
	Pacific Islander	48	19	6	25	19	31
	Filipino	217	26	10	23	26	15
	Hispanic or Latino	3842	22	9	20	25	25
	African American	1078	21	7	21	26	25
	White(not Hispanic origin)	2832	19	8	18	26	29
	Unknown	123	18	11	15	23	34
	English Only	5776	21	9	20	25	26
Language Fluency	Initially-Fluent English Proficient	319	29	6	20	19	25
	English Learner	2319	22	8	19	25	26
	Reclassified-Fluent English Proficient	225	22	6	19	27	26
	Unknown	144	15	10	14	29	33
	Yes	5005	22	8	20	25	26

Mathematics Level V	Subgroup	N	Percent			
			Far Below Basic	Below Basic	Basic	Proficient
Disadvantage	No Unknown	3492 286	21 13	8 11	20 12	25 31
Primary Disability	Mental Retardation Hard of Hearing Deafness Speech/Language Impairment Visual Impairment Emotional Disturbance Orthopedic Impairment Other Health Impairment Specific Learning Impairment Multiple group Autism Traumatic Brain Injury Unknown	5056 85 140 163 79 136 451 249 796 407 953 76 185	23 34 16 6 19 4 28 11 3 30 33 14 17	9 2 4 4 5 1 12 6 1 12 8 12 10	22 22 11 11 29 10 19 18 8 18 20 13	25 24 32 34 29 28 25 28 27 22 19 28 29

*Results for groups with less than 11 members are not reported

Table 3.20 Scale Score Distributions*: Level I English Language Arts

ELA Level I	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
All	All	8733	42.8	13.03	15	16	34	44	54	60	60	0.91
Grade												
2		1166	44.7	12.45	15	21	37	46	56	60	60	0.91
3		871	43.3	12.43	15	19	35	45	52	60	60	0.90
4		906	42.0	12.77	15	16	33	43	51	60	60	0.91
5		879	42.6	12.78	15	19	34	44	52	60	60	0.91
6		875	42.3	13.07	15	16	33	44	54	60	60	0.91
7		850	42.0	13.14	15	16	33	43	54	60	60	0.91
8		800	43.3	13.09	15	19	34	45	54	60	60	0.91
9		892	43.0	13.33	15	15	34	44	54	60	60	0.92
10		796	42.1	13.68	15	15	33	44	54	60	60	0.92
11		698	41.5	13.67	15	15	32	43	52	60	60	0.92
Gender												
Male		5291	43.1	12.99	15	16	34	44	54	60	60	0.91
Female		3421	42.3	13.09	15	16	33	43	52	60	60	0.91
Unknown		21	41.0	12.78	15	24	32	40	48	60	60	0.90
American Indian or Alaska Native												
Race												
Asian		52	41.9	12.82	15	21	32	45	52	60	60	0.90
Pacific Islander		681	42.6	12.91	15	16	34	44	52	60	60	0.91
Filipino		37	41.0	11.51	16	19	32	43	50	60	60	0.86
Hispanic or Latino		237	42.0	12.74	15	16	33	43	52	60	60	0.90
African American		4197	42.7	13.52	15	15	33	44	54	60	60	0.92
White		1006	43.3	12.92	15	16	35	45	54	60	60	0.92
Unknown		2435	42.9	12.30	15	19	35	44	52	60	60	0.90
88	42.1	13.05	15	16	32	44	54	60	60	60	60	0.91
Ethnicity												

ELA Level I	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Language Fluency	English Only	5589	42.6	12.67	15	19	34	44	52	60	60	0.90
	I-FEP	256	40.8	13.30	15	16	31.5	41	51	60	60	0.91
	English Learner	2684	43.3	13.65	15	15	34	45	56	60	60	0.93
	R-FEP	117	43.5	12.81	15	22	33	43	56	60	60	0.90
	Unknown	87	39.0	15.15	15	15	26	41	51	60	60	0.94
												3.80
Economic Disadvantage	Yes	5021	43.8	12.81	15	19	35	45	54	60	60	0.91
	No	3592	41.3	13.14	15	15	32	43	51	60	60	0.91
	Unknown	120	42.5	14.58	15	15	33	44	56	60	60	0.94
Primary Disability	Mental Retardation	3163	45.8	12.96	15	19	37	47	58	60	60	0.92
	Hard of Hearing	59	37.8	15.01	15	15	23	41	48	60	60	0.94
	Deafness	88	42.1	11.18	15	24	36	43	50	60	60	0.87
	Speech/Language Impairment	54	50.9	8.77	33	36	43	52	60	60	60	0.81
	Visual Impairment	243	39.2	12.09	15	19	31	40	47	60	60	0.90
	Orthopedic Impairment	2015	38.7	12.43	15	15	30	39	47	60	60	0.90
	Other Health Impairment	170	42.6	14.01	15	15	33	45	54	60	60	0.92
	Specific Learning Impairment	68	49.2	10.40	15	33	43	49	60	60	60	0.90
	Deaf Blindness	31	33.0	10.50	15	15	24	35	43	48	51	0.89
	Multiple group	1202	38.1	13.25	15	15	28	39	48	60	60	0.92
	Autism	1470	46.5	10.52	15	25	41	47	54	60	60	0.86
	Traumatic Brain Injury	57	35.0	14.81	15	15	23	37	45	60	60	0.93
	Unknown	105	40.9	13.67	15	15	32	43	51	60	60	0.92
												3.86
												3.86

*Results for groups with less than 11 members are not reported

Table 3.21 Scale Score Distributions*: Level I Mathematics

Mathematics Level I		Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
						1	5	25	50	75	95	99		
All	All		8707	32.6	10.96	15	15	23	33	39	56	60	0.92	3.07
Grade	2		1162	33.5	10.44	15	15	26	34	39	50	60	0.91	3.16
	3		867	32.5	10.40	15	15	24	34	39	50	60	0.92	2.97
	4		906	32.0	10.65	15	15	23	33	39	50	60	0.91	3.11
	5		876	32.4	10.70	15	15	23	33	39	50	60	0.92	3.03
	6		873	32.3	11.06	15	15	23	33	39	50	60	0.92	3.10
	7		850	31.9	11.07	15	15	23	32	39	50	60	0.93	3.00
	8		799	32.9	10.56	15	15	24	34	39	50	60	0.91	3.08
	9		887	33.4	11.53	15	15	24	34	40	56	60	0.93	3.08
	10		792	32.3	11.51	15	15	22	33	39	56	60	0.93	3.07
	11		695	32.0	11.86	15	15	22	32	39	60	60	0.94	3.02
Gender	Male		5276	32.8	10.82	15	15	24	34	39	50	60	0.92	3.11
	Female		3411	32.1	11.15	15	15	23	32	39	56	60	0.93	3.02
	Unknown		20	30.9	13.09	15	15.5	21	28	37	60	60	0.95	2.79
Race Ethnicity	American Indian or Alaska Native		51	31.6	8.90	15	15	25	32	39	47	47	0.90	2.79
	Asian		679	32.7	10.62	15	15	23	34	39	50	60	0.92	3.04
	Pacific Islander		37	30.9	7.46	16	19	24	31	39	42	42	0.84	3.01
	Filipino		236	31.8	10.07	15	15	25	32	38	50	60	0.89	3.30
	Hispanic or Latino		4183	32.4	11.30	15	15	23	33	39	56	60	0.93	2.99
	African American		1003	33.3	10.96	15	15	24	34	40	56	60	0.92	3.07
	White		2428	32.6	10.63	15	15	24	33	39	50	60	0.91	3.18
	Unknown		90	32.4	10.21	15	15	25	33	39	47	60	0.91	3.05

Mathematics Level I	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Language Fluency	English Only	5567	32.4	10.67	15	15	23	33	39	50	60	0.92
	I-FEP	254	30.3	10.20	15	15	22	30	38	47	60	0.91
	English Learner	2680	33.2	11.52	15	15	23	34	40	56	60	0.93
	R-FEP	117	32.8	10.15	15	18	23	34	39	50	60	0.91
	Unknown	89	30.5	13.18	15	15	18	30	39	56	60	0.96
Economic Disadvantage	Yes	5004	33.4	10.96	15	15	25	34	40	56	60	0.92
	No	3581	31.3	10.76	15	15	22	32	39	50	60	0.92
	Unknown	122	32.9	13.10	15	15	22	34	41	56	60	0.95
Primary Disability	Mental Retardation	3157	34.9	11.21	15	15	27	35	41	60	60	0.92
	Hard of Hearing	59	28.7	10.40	15	15	19	30	36	45	60	0.93
	Deafness	88	31.3	9.31	15	16	24	32	37	42	60	0.87
	Speech/Language Impairment	54	39.7	10.41	20	22	32	39	45	60	60	0.89
	Visual Impairment	244	29.7	9.83	15	15	22	30	37	45	60	0.92
	Orthopedic Impairment	2008	28.9	10.14	15	15	21	28	36	45	60	0.92
	Other Health Impairment	169	33.1	12.16	15	15	23	34	40	60	60	0.94
	Specific Learning Impairment	68	40.6	12.23	15	22	34	39	53	60	60	0.92
	Deaf Blindness	31	24.2	7.62	15	15	16	23	31	36	37	0.92
	Multiple group	1192	28.8	10.32	15	15	21	29	36	47	60	0.93
	Autism	1466	35.9	8.99	15	21	32	36	40	50	60	0.84
	Traumatic Brain Injury	57	25.9	10.51	15	15	16	23	34	47	50	0.95
	Unknown	106	32.3	12.26	15	15	22	33	39	56	60	0.94

*Results for groups with less than 11 members are not reported

Table 3.22 Scale Score Distributions*: Level II English Language Arts

ELA Level II		Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
						1	5	25	50	75	95	99		
All	All		5960	38.1	9.09	15	25	33	37	41	60	60	0.90	2.85
Grade	2 3		2945 3015	37.2 38.9	8.69 9.38	15 15	24 26	32 33	36 38	41 43	60 60	60 60	0.90	2.74 2.94
		Gender	Male Female Unknown	3988 1954 18	38.1 38.1 39.6	9.15 8.95 11.11	15 15 15	25 25 35	33 33 39	37 37 46	43 41 60	60 60 60	0.90 0.90 0.95	2.85 2.85 2.54
Race Ethnicity	American Indian or Alaska Native		48	39.8	8.49	23	29	35	39	42	60	60	0.81	3.69
	Asian		409	36.9	8.46	15	25	32	36	40	60	60	0.88	2.87
	Pacific Islander		19	37.7	9.44	24	24	32	36	41	60	60	0.87	3.37
	Filipino		174	36.8	9.89	15	22	31	37	41	60	60	0.92	2.73
	Hispanic or Latino		2994	37.8	8.98	15	25	33	37	41	60	60	0.90	2.78
	African American		564	39.1	9.25	15	26	34	38	43	60	60	0.90	2.94
	White		1682	38.5	9.18	15	25	33	38	43	60	60	0.90	2.90
	Unknown		70	39.7	10.26	15	23	35	40	46	60	60	0.92	2.81
Language Fluency	English Only		3632	38.1	9.21	15	25	33	37	41	60	60	0.90	2.89
	I-FEP		126	36.7	7.85	15	26	32	36	41	46	60	0.90	2.54
	English Learner		2066	38.1	8.90	15	25	33	38	43	60	60	0.90	2.77
	R-FEP		46	36.4	8.21	22	27	32	35	39	60	60	0.85	3.14
	Unknown		90	38.9	10.23	15	23	33	39	43	60	60	0.93	2.80
Economic Disadvantage	Yes		3649	38.1	8.95	15	25	33	38	43	60	60	0.90	2.81
	No		2142	37.8	9.29	15	24	32	37	41	60	60	0.90	2.90
	Unknown		169	39.8	9.20	15	27	34	39	43	60	60	0.89	3.00

ELA Level II	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Primary Disability	Mental Retardation	2388	36.4	7.90	15	25	32	35	40	46	60	0.89
	Hard of Hearing	32	40.1	8.97	28	30	34	38	43	60	60	0.85
	Deafness	67	36.8	7.82	15	25	33	36	41	46	60	0.89
	Speech/Language Impairment	494	42.7	8.91	25	32	38	41	46	60	60	0.86
	Visual Impairment	52	34.8	7.97	15	18	32	34	41	46	60	0.90
	Emotional Disturbance	36	43.5	9.20	30	31	37	41	46	60	60	0.83
	Orthopedic Impairment	358	36.9	8.49	15	24	32	36	41	60	60	0.90
	Other Health Impairment	256	40.6	8.71	23	28	35	40	46	60	60	0.89
	Specific Learning Impairment	502	45.5	8.99	30	34	39	43	46	60	60	0.79
	Multiple group	228	36.2	9.05	15	22	31	36	40	60	60	0.92
	Autism	1403	36.8	9.39	15	22	32	36	41	60	60	0.91
	Traumatic Brain Injury	20	35.3	5.60	26	31	34	41	43	43	43	0.88
	Unknown	121	39.5	9.02	15	27	35	39	43	60	60	0.88
												3.12

*Results for groups with less than 11 members are not reported

Table 3.23 Scale Score Distributions*: Level II Mathematics

Mathematics Level II		Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
						1	5	25	50	75	95	99		
All	All		5954	39.8	8.87	15	28	34	38	44	60	60	0.88	3.08
Grade	2		2941	39.0	8.78	15	27	34	38	42	60	60	0.88	3.06
	3		3013	40.6	8.90	18	29	34	39	47	60	60	0.88	3.11
Gender	Male		3986	39.9	9.01	15	28	34	39	44	60	60	0.88	3.11
	Female		1950	39.5	8.57	15	28	34	38	44	60	60	0.88	3.02
	Unknown		18	41.3	9.72	30	30	33	40	47	60	60	0.91	2.96
Race Ethnicity	American Indian or Alaska Native		48	43.4	8.74	31	33	36	41	53	60	60	0.80	3.86
	Asian		407	38.0	7.96	18	28	33	37	41	60	60	0.85	3.11
	Pacific Islander		19	38.8	7.99	30	30	34	36	40	60	60	0.81	3.44
	Filipino		174	37.7	8.84	15	23	33	37	42	60	60	0.88	3.05
	Hispanic or Latino		2990	39.5	8.54	15	28	34	38	44	53	60	0.88	2.98
	African American		564	40.8	9.29	18	28	35	40	47	60	60	0.89	3.13
	White		1684	40.5	9.32	15	28	34	39	47	60	60	0.88	3.17
	Unknown		68	40.9	10.08	15	27	36	40	47	60	60	0.91	3.02
	English Only		3629	39.9	9.12	15	28	34	38	44	60	60	0.88	3.13
	I-FFEP		126	39.6	8.93	15	28	34	38	44	60	60	0.88	3.04
Language Fluency	English Learner		2066	39.6	8.40	15	28	34	39	44	53	60	0.87	3.00
	R-FFEP		46	37.7	7.61	27	27	33	37	41	60	60	0.83	3.15
	Unknown		87	40.3	9.74	15	25	34	39	47	60	60	0.91	2.91
	Yes		3649	40.2	8.87	15	28	34	39	44	60	60	0.88	3.05
Economic Disadvantage	No		2140	39.1	8.89	15	27	34	38	42	60	60	0.88	3.13
	Unknown		165	40.4	7.94	23	30	36	39	44	53	60	0.85	3.10

Mathematics Level II	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Primary Disability	Mental Retardation	2386	38.2	7.98	15	28	33	37	42	53	60	0.87
	Hard of Hearing	32	41.8	7.73	31	33	37	40	44	60	60	0.72
	Deafness	67	40.6	8.66	25	30	34	40	42	60	60	0.85
	Speech/Language Impairment	493	44.2	8.26	27	33	39	42	53	60	60	0.83
	Visual Impairment	52	36.6	8.70	15	25	33	36	41	60	60	0.87
	Emotional Disturbance	36	45.4	9.01	31	31	40	44	53	60	60	0.88
	Orthopedic Impairment	358	39.4	9.13	15	27	34	37	44	60	60	0.89
	Other Health Impairment	255	42.7	8.89	21	31	36	41	47	60	60	0.88
	Specific Learning Impairment	503	46.6	7.84	31	35	41	47	53	60	60	0.78
	Multiple group	228	37.6	9.18	15	23	33	37	41	53	60	0.91
	Autism	1402	38.3	8.91	15	25	33	37	42	60	60	0.87
	Traumatic Brain Injury	20	38.3	8.18	30	30	33	36	43	57	60	0.87
	Unknown	119	40.5	9.03	18	27	34	39	47	60	60	0.89

*Results for groups with less than 11 members are not reported

Table 3.24 Scale Score Distributions*: Level III English Language Arts

ELA Level III	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
All	All	6259	37.2	10.40	21	31	36	42	60	60	0.90	3.23
Grade	4	3027	36.4	10.03	15	21	30	36	42	60	0.90	3.21
		3232	37.9	10.69	15	21	31	37	44	60	0.91	3.24
Gender	Male	4121	37.3	10.58	15	21	31	37	42	60	0.91	3.26
	Female	2126	36.9	10.03	16	22	31	36	42	60	0.90	3.19
	Unknown	12	32.4	12.66	15	15	21	34	43	53	0.96	2.54
Race Ethnicity	American Indian or Alaska Native	44	39.8	9.86	25	26	33	39	47	60	0.88	3.37
	Asian	420	34.1	9.67	15	19	27	34	40	53	0.90	3.09
	Pacific Islander	38	35.7	8.42	22	22	31	36	41	53	0.86	3.17
	Filipino	186	34.6	10.05	15	19	27	35	41	53	0.91	3.03
	Hispanic or Latino	3024	37.4	10.50	15	22	31	37	44	60	0.91	3.18
	African American	656	38.3	10.62	15	22	32	38	44	60	0.90	3.38
	White	1805	37.3	10.26	15	21	31	37	42	60	0.90	3.24
	Unknown	86	37.2	10.39	15	21	31	37	44	53	0.91	3.17
	English Only	3847	37.1	10.39	15	21	31	36	42	60	0.90	3.30
	I-FEP	157	34.2	9.84	15	19	27	33	39	53	0.90	3.14
Language Fluency	English Learner	2108	37.5	10.46	15	22	31	37	44	60	0.91	3.12
	R-FEP	72	36.0	8.40	16	23	30	36	41	53	0.87	3.03
	Unknown	75	39.2	11.46	15	19	31	40	44	60	0.92	3.16
	Yes	3778	37.6	10.42	16	22	31	37	44	60	0.91	3.19
Economic Disadvantage	No	2335	36.4	10.38	15	20	30	36	42	60	0.90	3.28
	Unknown	146	38.8	9.54	19	22	33	39	44	60	0.88	3.26

ELA Level III	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM
					1	5	25	50	75		
Primary Disability	Mental Retardation	2824	35.7	9.60	16	22	30	34	41	.53	.60
	Hard of Hearing	46	35.6	9.72	16	22	30	36	40	.53	.60
	Deafness	101	34.8	7.26	19	22	31	35	40	.47	.53
	Speech/Language Impairment	275	43.4	9.26	25	30	37	42	53	.60	.82
	Visual Impairment	55	34.6	8.06	15	22	30	34	39	.53	.85
	Emotional Disturbance	50	44.5	9.31	21	25	40	44	53	.60	.87
	Orthopedic Impairment	379	37.5	10.52	16	20	31	37	42	.60	.60
	Other Health Impairment	238	42.0	10.07	25	29	34	40	47	.60	.86
	Specific Learning Impairment	616	46.5	8.66	26	33	41	44	53	.60	.81
	Multiple group	271	33.8	9.72	15	19	27	33	40	.53	.60
	Autism	1271	34.3	10.20	15	17	27	34	40	.53	.60
	Traumatic Brain Injury	33	38.9	7.87	19	30	34	40	42	.60	.83
	Unknown	93	39.5	10.25	19	22	33	39	44	.60	.89

*Results for groups with less than 11 members are not reported

Table 3.25 Scale Score Distributions*: Level III Mathematics

Mathematics Level III		Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
						1	5	25	50	75	95	99		
All	All		6249	40.6	10.82	15	25	32	39	49	60	60	0.90	3.37
Grade	4		3020	39.9	10.72	15	24	32	39	46	60	60	0.90	3.36
			3229	41.1	10.90	15	25	33	41	49	60	60	0.90	3.37
Gender	Male		4114	40.9	11.05	15	24	33	41	49	60	60	0.91	3.39
	Female		2122	39.9	10.33	15	25	32	39	46	60	60	0.90	3.30
	Unknown		13	36.6	13.95	15	15	29	42	46	55	55	0.96	2.68
Race Ethnicity	American Indian or Alaska Native		43	41.3	10.23	24	27	32	39	49	60	60	0.89	3.35
	Asian		420	38.2	10.78	15	23	31	37	44	60	60	0.90	3.37
	Pacific Islander		38	40.2	8.83	19	24	37	42	46	55	60	0.87	3.15
	Filipino		185	38.5	10.57	15	23	31	38	46	60	60	0.91	3.20
	Hispanic or Latino		3019	40.9	10.54	18	25	33	41	49	60	60	0.90	3.35
	African American		655	41.5	11.48	18	25	32	41	49	60	60	0.92	3.31
	White		1803	40.3	11.03	15	24	32	39	49	60	60	0.91	3.40
	Unknown		86	40.3	11.00	15	23	32	40	46	60	60	0.91	3.39
	English Only		3842	40.3	11.01	15	24	32	39	49	60	60	0.91	3.38
	I-FEP		157	38.3	10.32	18	24	31	37	44	60	60	0.90	3.20
Language Fluency	English Learner		2103	41.1	10.55	18	25	33	41	49	60	60	0.90	3.34
	R-FEP		72	39.8	8.45	19	30	34	39	44	60	60	0.85	3.26
	Unknown		75	42.6	11.30	18	23	36	44	55	60	60	0.91	3.42
	Yes		3772	41.3	10.68	18	25	33	41	49	60	60	0.90	3.37
Economic Disadvantage	No		2331	39.2	10.93	15	24	31	38	46	60	60	0.91	3.36
	Unknown		146	42.8	10.78	22	25	34	42	55	60	60	0.91	3.32

Mathematics Level III	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Primary Disability	Mental Retardation	2822	39.0	10.03	18	25	32	37	46	60	60	0.89
	Hard of Hearing	46	42.1	11.74	21	24	33	42	49	60	60	0.91
	Deafness	101	41.2	9.69	22	25	37	39	46	60	60	0.85
	Speech/Language Impairment	275	46.8	8.86	29	31	41	46	55	60	60	0.82
	Visual Impairment	53	36.4	8.53	15	24	31	35	41	55	60	0.85
	Emotional Disturbance	49	49.7	10.23	25	29	44	49	60	60	60	0.91
	Orthopedic Impairment	378	39.6	11.08	15	24	31	39	46	60	60	0.92
	Other Health Impairment	238	44.4	10.03	25	30	37	44	55	60	60	0.87
	Specific Learning Impairment	615	49.4	8.17	31	34	44	49	55	60	60	0.78
	Multiple group	270	36.8	10.36	15	22	30	36	42	60	60	0.91
	Autism	1268	38.1	11.26	15	21	30	37	44	60	60	0.91
	Traumatic Brain Injury	33	44.7	9.99	24	26	38	44	55	60	60	0.90
	Unknown	94	42.5	10.45	18	26	36	42	49	60	60	0.88
												3.60

*Results for groups with less than 11 members are not reported

Table 3.26 Scale Score Distributions*: Level IV English Language Arts

ELA Level IV		Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
						1	5	25	50	75	95			
All	All		10064	36.3	9.96	15	20	29	37	43	53	60	0.90	3.12
Grade	6 7 8	3438	35.0	9.56	16	20	28	35	41	53	60	0.90	3.08	
		3352	36.2	9.85	15	20	29	37	43	53	60	0.90	3.07	
		3274	37.6	10.31	15	21	31	38	43	53	60	0.90	3.20	
Gender	Male	6314	36.4	10.08	15	20	29	37	43	53	60	0.90	3.14	
	Female	3721	36.1	9.74	16	21	29	36	43	53	60	0.90	3.09	
	Unknown	29	36.0	10.44	15	19	30	38	43	53	53	0.93	2.70	
Race Ethnicity	American Indian or Alaska Native	97	36.9	9.61	19	22	29	37	43	53	60	0.90	3.00	
	Asian	599	33.4	9.64	15	19	26	34	39	53	60	0.90	3.11	
	Pacific Islander	51	36.0	10.47	18	21	27	36	40	60	60	0.91	3.19	
	Filipino	227	34.5	9.74	15	19	27	34	41	53	53	0.91	2.96	
	Hispanic or Latino	4773	36.3	9.74	16	21	29	37	43	53	60	0.90	3.08	
	African American	1215	36.5	9.69	17	21	30	37	43	53	60	0.89	3.14	
	White	2962	36.9	10.36	15	20	29	37	43	53	60	0.91	3.17	
	Unknown	140	36.5	10.49	15	19	29	38	43	57	60	0.91	3.21	
Language Fluency	English Only	6235	36.3	10.10	15	20	29	37	43	53	60	0.90	3.15	
	I-FEP	273	34.7	10.12	18	19	27	34	41	53	60	0.91	3.05	
	English Learner	3245	36.3	9.65	16	21	30	37	43	53	60	0.90	3.07	
	R-FEP	159	34.0	9.77	15	19	27	34	40	53	60	0.90	3.14	
	Unknown	152	37.6	10.18	15	21	31	38	43	60	60	0.91	3.12	
Economic Disadvantage	Yes	6146	36.4	9.68	16	21	29	37	43	53	60	0.90	3.08	
	No	3658	36.0	10.43	15	19	28	36	43	53	60	0.91	3.19	

ELA Level IV	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM
					1	5	25	50	75		
Primary Disability	Unknown	260	37.5	9.71	21	31	39	43	53	60	0.90
	Mental Retardation	4992	34.9	9.16	21	28	35	41	53	60	0.89
	Hard of Hearing	79	35.7	10.43	15	19	28	36	41	53	60
	Deafness	235	36.2	8.73	19	21	31	35	41	53	60
	Speech/Language Impairment	249	42.1	8.66	20	27	37	41	48	60	0.88
	Visual Impairment	98	35.2	9.31	15	15	29	37	41	48	60
	Emotional Disturbance	118	44.2	9.10	27	32	38	42	53	60	0.80
	Orthopedic Impairment	588	35.9	9.82	15	20	29	36	41	53	60
	Other Health Impairment	340	39.5	9.38	19	23	33	40	45	60	0.90
	Specific Learning Impairment	1100	44.4	7.56	27	33	39	43	48	60	0.73
	Multiple group	402	33.8	10.22	15	18	26	34	40	53	60
	Autism	1613	33.5	10.69	15	18	25	33	40	53	60
	Traumatic Brain Injury	63	39.3	7.87	17	28	35	39	45	48	60
	Unknown	183	38.2	10.18	17	21	31	39	45	60	0.91

*Results for groups with less than 11 members are not reported

Table 3.27 Scale Score Distributions*: Level IV Mathematics

	Mathematics Level IV	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
						1	5	25	50	75	95		
All	All		10056	35.1	10.87	15	19	28	34	40	60	0.89	3.05
Grade	6	3431	34.1	10.51	1.5	19	28	34	40	60	60	0.89	2.99
		3348	35.1	10.91	1.5	19	28	34	40	60	60	0.89	3.07
		3277	36.1	11.10	1.5	19	29	35	42	60	60	0.89	3.10
Gender	Male	6308	35.5	11.15	1.5	19	28	34	42	60	60	0.89	3.08
	Female	3719	34.5	10.35	1.5	19	28	34	40	60	60	0.89	3.00
	Unknown	29	33.9	9.67	1.5	19	28	34	39	49	60	0.90	3.14
Race Ethnicity	American Indian or Alaska Native	97	37.0	11.90	1.5	19	28	35	42	60	60	0.90	3.14
	Asian	599	32.0	9.58	1.5	19	26	32	37	49	60	0.87	3.04
	Pacific Islander	51	35.6	10.96	1.7	20	26	37	40	60	60	0.91	2.89
	Filipino	227	33.3	10.34	1.5	18	27	33	39	49	60	0.89	3.00
	Hispanic or Latino	4771	35.4	10.88	1.5	19	28	34	42	60	60	0.89	3.02
	African American	1212	35.1	10.57	1.5	19	28	34	40	60	60	0.88	3.06
	White	2960	35.3	11.09	1.5	19	28	34	40	60	60	0.89	3.09
	Unknown	139	35.5	11.18	1.5	18	28	34	42	60	60	0.90	2.86
	Language Fluency	6231	34.9	10.93	1.5	19	28	34	40	60	60	0.89	3.06
	I-FEP	272	33.8	10.83	1.7	19	26	34	40	60	60	0.89	2.89
Economic Disadvantage	English Learner	3243	35.6	10.76	1.5	19	28	35	42	60	60	0.89	3.03
	R-FEP	159	32.7	10.35	1.5	19	26	32	37	60	60	0.89	3.08
	Unknown	151	36.5	10.37	1.5	19	31	36	42	60	60	0.89	3.25
	Yes	6143	35.6	10.89	1.6	19	28	34	42	60	60	0.89	3.04
	No	3654	34.1	10.77	1.5	19	27	34	39	60	60	0.89	3.05
Primary Disability	Unknown	259	36.6	10.69	1.5	19	30	35	42	60	60	0.89	3.21
	Mental Retardation	4988	33.2	9.75	1.5	19	27	33	39	49	60	0.88	2.94
	Hard of Hearing	77	35.4	10.41	1.5	20	28	35	40	60	60	0.89	2.92
	Deafness	234	38.4	10.05	1.7	22	33	37	42	60	60	0.85	3.51

Mathematics Level IV	Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM
					1	5	25	50	75	95		
Speech/Language Impairment	249	40.3	9.63	1.9	26	34	39	44	60	60	0.80	3.50
Visual Impairment	98	32.5	10.89	1.5	24	33	37	60	60	60	0.91	3.14
Emotional Disturbance	118	45.5	10.44	2.9	32	37	43	60	60	60	0.70	4.14
Orthopedic Impairment	589	33.4	10.79	1.5	18	27	33	39	60	60	0.90	2.83
Other Health Impairment	340	38.9	11.08	1.8	23	32	37	44	60	60	0.85	3.32
Specific Learning Impairment	1100	44.8	9.76	2.8	31	37	42	49	60	60	0.70	3.83
Multiple group	402	31.5	10.44	1.5	17	23	32	37	49	60	0.91	2.90
Autism	1611	32.9	10.56	1.5	18	26	33	39	60	60	0.88	3.02
Traumatic Brain Injury	63	39.4	10.05	1.5	26	32	39	44	60	60	0.86	3.17
Unknown	183	37.9	11.38	1.5	19	31	37	44	60	60	0.90	3.06

*Results for groups with less than 11 members are not reported

Table 3.28 Scale Score Distributions*: Level V English Language Arts

ELA Level V	Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM	
					1	5	25	50	75	95	99		
All	All	8807	38.3	10.83	15	22	31	38	45	57	60	0.92	3.10
Grade	9	3186	37.4	10.46	15	22	30	38	45	57	60	0.91	3.07
	10	3074	38.5	10.92	15	22	31	39	45	57	60	0.92	3.07
	11	2547	39.3	11.1	16	22	31	39	47	60	60	0.92	3.15
Gender	Male	5268	38.4	10.85	15	22	31	38	45	57	60	0.92	3.11
	Female	3524	38.3	10.82	15	22	31	38	45	57	60	0.92	3.07
	Unknown	15	38.8	9.44	26	26	33	37	45	57	57	0.75	4.72
Race Ethnicity	American Indian or Alaska Native	82	39.5	11.8	15	21	31	40	50	57	60	0.93	3.14
	Asian	564	35.9	10.96	15	21	27	36	43	57	60	0.92	3.10
	Pacific Islander	48	39.3	10.71	18	20	32	39	47	57	60	0.91	3.15
	Filipino	218	37.1	10.89	19	22	27	37	45	57	60	0.91	3.18
	Hispanic or Latino	3853	37.7	10.6	16	22	30	38	45	57	60	0.91	3.11
	African American	1080	38.4	10.42	15	22	31	39	45	57	60	0.91	3.06
	White	2837	39.7	11.03	15	22	32	40	47	60	60	0.92	3.07
	Unknown	125	39.3	11.82	15	19	32	40	47	60	60	0.94	2.88
	English Only	5793	38.7	10.9	15	22	31	39	45	60	60	0.92	3.09
	I-FEP	324	36.1	10.99	16	21	27	36	45	57	60	0.92	3.05
Language Fluency	English Learner	2324	37.6	10.61	15	22	30	38	45	57	60	0.91	3.14
	R-FEP	223	38.2	10.51	18	22	31	39	45	60	60	0.92	2.94
	Unknown	143	39.7	10.72	15	22	33	40	45	60	60	0.91	3.15
	Yes	5022	37.9	10.66	16	22	31	38	45	57	60	0.91	3.15
Economic Disadvantage	No	3501	38.7	11.03	15	22	31	39	47	57	60	0.93	3.02
	Unknown	284	41.0	10.88	15	23	34	40	47	60	60	0.91	3.19
	Mental Retardation	5074	37.4	10.3	15	22	30	37	45	57	60	0.91	3.03
Primary Disability	Hard of Hearing	85	36.2	11.42	15	23	26	36	43	60	60	0.93	3.02
	Deafness	140	40.0	9.99	22	24	34	40	47	59	60	0.90	3.17

ELA Level V	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95	99	
Speech/Language Impairment	163	43.4	9.48	22	24	39	43	50	60	60	0.88	3.30
Visual Impairment	79	37.1	10	16	21	32	38	41	57	60	0.91	3.06
Emotional Disturbance	139	45.5	8.97	24	30	39	45	50	60	60	0.81	3.91
Orthopedic Impairment	454	36.4	11.27	15	19	28	37	43	57	60	0.93	3.03
Other Health Impairment	250	41.7	10.06	22	24	35	41	47	60	60	0.89	3.38
Specific Learning Impairment	796	46.4	8.69	24	33	40	46	50	60	60	0.81	3.74
Multiple group	409	35.7	10.57	16	21	27	36	43	57	60	0.92	3.07
Autism	953	35.5	11.97	15	19	24	35	45	57	60	0.94	3.01
Traumatic Brain Injury	75	39.4	9.98	15	22	34	40	45	57	60	0.91	3.01
Unknown	183	39.1	10.71	15	22	32	39	47	57	60	0.92	3.04

*Results for groups with less than 11 members are not reported

Table 3.29 Scale Score Distributions*: Level V Mathematics

		Mathematics Level V	Subgroup	N	Mean	SD	Mean at Percentiles						Alpha	SEM
							1	5	25	50	75	95	99	
All	All	8783	35.0	10.00	15	21	27	35	41	56	60	60	0.91	3.60
Grade	9	3177	34.3	9.67	15	20	27	34	40	56	60	0.90	3.54	
	10	3067	35.2	10.16	15	20	27	35	41	56	60	0.91	3.60	
	11	2539	35.8	10.15	15	21	28	35	41	56	60	0.91	3.65	
Gender	Male	5254	35.5	10.36	15	20	28	35	41	56	60	0.91	3.66	
	Female	3514	34.4	9.39	15	21	27	34	40	49	60	0.90	3.49	
	Unknown	15	37.3	11.94	23	23	27	37	44	60	60	0.93	3.08	
Race Ethnicity	American Indian or Alaska Native	81	37.3	10.47	17	23	31	37	44	56	60	0.91	3.72	
	Asian	562	33.3	10.26	15	18	25	32	39	56	60	0.91	3.40	
	Pacific Islander	48	35.5	9.94	15	20	29	35	42	56	60	0.92	3.37	
	Filipino	217	32.8	8.94	15	20	25	32	38	49	60	0.89	3.42	
	Hispanic or Latino	3842	34.8	9.74	15	21	27	34	40	56	60	0.90	3.60	
	African American	1078	35.1	9.89	15	21	28	35	41	56	60	0.90	3.66	
	White	2832	35.8	10.32	15	20	28	36	41	56	60	0.91	3.60	
	Unknown	123	35.7	9.71	15	19	28	37	43	49	60	0.91	3.49	
	English Only	5776	35.1	10.03	15	20	28	35	41	56	60	0.91	3.60	
	I-FEP	319	33.7	9.91	15	20	25	33	41	56	60	0.91	3.56	
Language Fluency	English Learner	2319	35.0	9.90	15	21	27	35	41	56	60	0.91	3.61	
	R-FEP	225	35.3	9.88	15	21	28	36	41	56	60	0.90	3.50	
	Unknown	144	36.7	10.34	15	19	30	37	43	56	60	0.90	3.37	
Economic Disadvantage	Yes	5005	35.0	9.97	15	21	27	35	41	56	60	0.91	3.63	
	No	3492	34.9	10.04	15	20	27	35	41	56	60	0.91	3.56	
	Unknown	286	37.1	9.86	15	23	30	37	43	56	60	0.89	3.56	
	Mental Retardation	5056	33.9	9.09	15	23	27	33	39	49	60	0.90	3.37	
Primary Disability	Hard of Hearing	85	33.2	9.98	15	20	24	33	39	49	60	0.91	3.44	
	Deafness	140	38.3	10.25	19	23	32	37	44	60	60	0.88	3.87	

Chapter III. Statewide Assessment Results | Test Results

Mathematics Level V	Subgroup	N	Mean	SD	Mean at Percentiles					Alpha	SEM	
					1	5	25	50	75	95		
Speech/Language Impairment	163	40.4	8.88	19	25	36	40	44	56	60	0.84	4.26
Visual Impairment	79	33.7	9.35	15	17	30	34	37	56	60	0.89	3.28
Emotional Disturbance	136	43.5	9.85	19	30	37	43	49	60	60	0.82	5.75
Orthopedic Impairment	451	32.3	9.46	15	15	25	32	38	49	60	0.91	3.37
Other Health Impairment	249	38.2	9.80	18	24	32	37	44	56	60	0.89	4.33
Specific Learning Impairment	796	43.7	9.02	23	30	38	43	49	60	60	0.82	5.39
Multiple group	407	32.3	9.47	15	19	24	31	37	49	60	0.91	3.10
Autism	953	32.7	11.00	15	17	24	32	39	56	60	0.92	3.59
Traumatic Brain Injury	76	37.0	10.17	15	21	28	38	43	56	60	0.90	3.81
Unknown	185	36.3	10.04	15	21	28	37	43	56	60	0.91	3.54

*Results for groups with less than 11 members are not reported

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Appendix A. Individual Item Statistics

Table A.1 2005 CAPA Item Statistics: Level I

Level I Content	Version	Item Number	AIS	Polyserial	Flag
English- Language Arts	01	1	3.87	.82	
	01	2	2.83	.85	
	01	3	2.48	.84	
	01	4	2.22	.84	
	01	5	3.54	.70	
	01	6	2.78	.85	
	01	7	3.19	.84	
	01	8	3.25	.81	
	01	9	3.45	.78	
	01/04*	10/10*	3.90	.75	
	02/05*	9/9*	3.73	.60	R
	02/06*	10/9*	2.99	.76	
	03/06*	9/10*	2.97	.80	
	03	10	2.20	.72	
	04/05*	9/10*	3.03	.81	
Mathematics	01	11	2.20	.80	
	01	12	2.71	.82	
	01	13	2.71	.81	
	01	14	2.55	.85	
	01	15	2.65	.85	
	01	16	2.76	.82	
	01	17	2.63	.86	
	01	18	2.67	.84	
	01/06*	19/20*	2.46	.78	
	01/02*	20/19*	2.70	.76	
	02/05*	20/20*	2.71	.80	
	03	19	2.28	.80	
	03	20	2.75	.77	
	04/06*	19/19*	2.42	.84	
	04/05*	20/19*	2.37	.79	

Level I Content	Version	Item Number	AIS	Polyserial	Flag
Science	01	21	2.86	.73	
	01	22	3.42	.78	
	01	23	2.66	.86	
	01	24	2.51	.88	
	01	25	2.57	.86	
	01	26	3.23	.83	
	01	27	2.49	.88	
	01	28	2.61	.86	
	01	29	2.79	.84	
	01	30	2.71	.86	
	02	29	3.58	.72	
	02/03*	30/29*	2.63	.75	
	03	30	2.77	.83	
	04	29	2.36	.82	
	04	30	2.34	.84	
	05	29	2.66	.77	
	05	30	2.46	.80	
	06	29	2.19	.83	
	06	30	2.50	.84	

*This item appeared on more than one field test form.

Table A.2 2005 CAPA Item Statistics: Level II

Level II Content	Version	Item Number	AIS	Polyserial	Flag
English-Language Arts	01	1	3.20	.83	H
	01	2	3.17	.82	
	01	3	3.14	.77	
	01	4	2.43	.76	
	01	5	2.95	.80	
	01	6	3.07	.80	
	01	7	2.55	.75	
	01	8	2.97	.80	
	01	9	2.90	.72	
	01/05/06*	10/09/09*	3.18	.78	
	02	9	3.35	.72	H
	02	10	3.45	.69	H
	03	9	2.42	.71	
	03/04/05*	10/9/10*	3.31	.72	H
	04/06*	10/10*	2.92	.56	R
Mathematics	01	11	2.96	.85	
	01	12	3.47	.69	H
	01	13	3.16	.84	
	01	14	2.95	.86	
	01	15	2.59	.78	
	01	16	2.06	.77	
	01	17	2.82	.62	
	01	18	2.80	.78	
	01	19	2.36	.60	
	01	20	3.19	.69	
	02	19	2.58	.71	
	02	20	2.81	.69	
	03	19	2.41	.59	R
	03	20	2.70	.67	
	04	19	2.91	.69	
	04	20	2.78	.76	
	05	19	3.29	.72	H
	05	20	2.39	.64	
	06	19	3.45	.72	H
	06	20	3.55	.74	H

Table A.3 2005 CAPA Item Statistics: Level III

Level III Content	Version	Item Number	AIS	Polyserial	Flag
English-Language Arts	01	1	2.53	.80	
	01	2	2.76	.84	
	01	3	3.35	.80	H
	01	4	2.53	.75	
	01	5	2.75	.84	
	01	6	2.62	.80	
	01	7	2.59	.79	
	01	8	2.29	.84	
	01	9	3.26	.71	H
	01	10	2.24	.61	
	02	9	3.46	.69	H
	02	10	3.28	.71	H
	03	9	2.85	.71	
	03	10	2.36	.82	
	04	9	2.98	.65	
	04	10	2.59	.62	
	05	9	3.32	.75	H
	05	10	3.36	.81	H
	06	9	3.21	.73	H
	06	10	3.23	.78	H
Mathematics	01	11	3.12	.75	
	01	12	2.44	.83	
	01	13	2.40	.78	
	01	14	2.64	.85	
	01	15	2.96	.80	
	01	16	3.03	.83	
	01	17	3.40	.80	H
	01	18	3.06	.82	
	01	19	2.86	.82	
	01	20	2.53	.75	
	02	19	3.22	.74	H
	02	20	3.15	.75	
	03	19	3.39	.78	H
	03	20	3.16	.67	
	04	19	2.45	.66	

Appendix A. Individual Item Statistics | References

Level III Content	Version	Item Number	AIS	Polyserial	Flag
Mathematics (cont.)	04	20	2.92	.77	
	05	19	2.85	.75	
	05	20	3.07	.71	
	06	19	3.09	.75	
	06	20	3.04	.80	
Science	01	21	2.76	.75	
	01	22	2.69	.68	
	01	23	2.99	.79	
	01	24	3.04	.81	
	01	25	2.84	.81	
	01	26	2.69	.83	
	01	27	2.80	.82	
	01	28	3.06	.83	
	01	29	3.12	.81	
	01	30	2.88	.70	
	02	29	3.29	.75	H
	02	30	2.70	.73	
	03	29	2.87	.73	
	03	30	3.25	.67	H
	04	29	3.18	.77	
	04	30	2.68	.71	
	05	29	3.38	.77	H
	05	30	3.05	.73	
	06	29	2.87	.70	
	06	30	3.56	.77	H

Table A.4 2005 CAPA Item Statistics: Level IV

Level IV Content	Version	Item Number	AIS	Polyserial	Flag
English-Language Arts	01	1	3.13	.75	
	01	2	2.20	.78	
	01	3	2.33	.73	
	01	4	2.59	.87	
	01	5	2.27	.77	
	01	6	2.81	.86	
	01	7	2.83	.82	
	01	8	2.87	.82	
	01	9	2.46	.57	R
	01	10	2.39	.74	
	02	9	2.72	.71	
	02	10	3.18	.75	
	03	9	3.31	.73	H
	03	10	2.92	.81	
	04	9	3.29	.67	H
	04	10	2.78	.76	
	05	9	3.31	.67	H
	05	10	3.32	.74	H
	06	9	2.50	.72	
	06	10	2.95	.74	
Mathematics	01	11	2.50	.81	
	01	12	3.20	.74	
	01	13	2.68	.76	
	01	14	2.70	.82	
	01	15	2.61	.80	
	01	16	3.03	.82	
	01	17	1.94	.83	
	01	18	2.79	.82	
	01	19	2.86	.75	
	01	20	2.68	.79	
	02	19	2.22	.79	
	02	20	3.04	.81	
	03	19	1.88	.73	
	03	20	2.82	.74	
	04	19	2.54	.70	

Appendix A. Individual Item Statistics | References

Level IV Content	Version	Item Number	AIS	Polyserial	Flag
Mathematics (cont.)	04	20	2.46	.68	
	05	19	3.20	.75	H
	05	20	2.43	.73	
	06	19	2.87	.78	
	06	20	3.06	.74	
Science	01	21	3.67	.67	H
	01	22	2.95	.65	
	01	23	3.27	.75	H
	01	24	3.13	.79	
	01	25	2.91	.76	
	01	26	2.64	.66	
	01	27	3.17	.74	
	01	28	3.22	.80	H
	01	29	3.06	.78	
	01	30	3.29	.81	H
	02	21	3.28	.81	H
	02	22	2.74	.80	
	02	23	3.17	.78	
	02	24	3.46	.76	H
	02	25	2.70	.75	
	02	26	3.04	.79	
	02	27	3.07	.80	
	02/04/06*	28/24/28*	2.67	.83	
	02	29	2.97	.79	
	02	30	3.28	.82	H
	03	21	3.04	.73	
	03	22	2.94	.74	
	03	23	3.13	.83	
	03/05*	24/28*	3.05	.72	
	03	25	2.37	.76	
	03	26	2.72	.69	
	03	27	3.29	.82	H
	03/04*	28/28*	2.76	.82	
	03	29	3.17	.84	
	03	30	3.15	.80	
	04	21	3.40	.79	H
	04	22	2.87	.77	

Level IV Content	Version	Item Number	AIS	Polyserial	Flag
Science (cont.)	04	23	2.72	.85	
	04	25	3.05	.80	
	04	26	2.66	.84	
	04	27	2.36	.75	
	04	29	3.13	.81	
	04	30	3.22	.81	H
	05	21	3.53	.77	H
	05	22	2.93	.76	
	05	23	3.65	.75	H
	05/06*	24/24*	2.86	.74	
	05	25	3.08	.84	
	05	26	2.94	.83	
	05	27	3.07	.76	
	05	29	3.12	.76	
	05	30	3.15	.83	
	06	21	2.60	.75	
	06	22	3.33	.78	H
	06	23	3.45	.73	H
	06	25	3.36	.65	H
	06	26	3.14	.76	
	06	27	3.08	.81	
	06	29	2.99	.74	
	06	30	3.16	.80	

*This item appeared on more than one field-test form.

Table A.5 2005 CAPA Item Statistics: Level V

Level V Content	Version	Item Number	AIS	Polyserial	Flag
English-Language Arts	01	1	1.96	.82	
	01	2	2.93	.81	
	01	3	2.64	.79	
	01	4	2.59	.87	
	01	5	2.82	.85	
	01	6	2.97	.78	
	01	7	2.58	.88	
	01	8	3.13	.81	
	01	9	3.24	.67	H
	01	10	3.11	.74	
	02	9	2.39	.72	
	02	10	3.14	.77	
	03	9	1.98	.77	
	03/06*	10/10*	3.05	.78	
	04	9	2.98	.81	
	04/05*	10/9*	3.13	.82	
	05/06*	10/9*	2.48	.74	
Mathematics	01	11	2.76	.81	
	01	12	2.14	.88	
	01	13	2.51	.74	
	01	14	2.93	.83	
	01	15	2.63	.83	
	01	16	1.72	.86	
	01	17	2.12	.87	
	01	18	2.03	.81	
	01	19	2.92	.71	
	01	20	2.34	.79	
	02	19	2.22	.79	
	02	20	2.68	.83	
	03	19	2.53	.82	
	03	20	2.75	.76	
	04	19	3.04	.83	
	04	20	1.42	.80	
	05	19	3.46	.77	H
	05	20	2.61	.76	

Level V Content	Version	Item Number	AIS	Polyserial	Flag
Mathematics (cont.)	06	19	2.88	.77	
	06	20	2.19	.85	
Science	01	21	3.13	.81	
	01	22	2.94	.76	
Science	01	23	3.14	.84	
	01	24	2.96	.77	
Science	01	25	3.36	.80	H
	01	26	3.03	.87	
Science	01	27	3.07	.82	
	01	28	2.97	.82	
Science	01	29	2.93	.73	
	01	30	2.58	.68	
Science	02	29	3.23	.70	H
	02	30	2.77	.74	
Science	03	29	2.49	.69	
	03	30	2.92	.77	
Science	04	29	3.21	.72	H
	04	30	3.13	.74	
Science	05	29	3.30	.79	H
	05	30	3.05	.77	
Science	06	29	2.24	.73	
	06	30	2.98	.75	

*This item appeared on more than one field-test form.

Flag Values

A = Low Average Item Score

R = Low Correlation with Criterion

O = High Percent of Omits/ Not Responding

H = High Average Item Score.